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ABSTRACT

This curriculum guide for Certificates in English Language Literacies (CELL) advocates "apprenticed" learning and assessment. At no stage is the learner expected to work alone, though it is expected and desired that learners eventually consolidate more skills and become more independent. This curriculum is designed so that the learner will always have considerable scaffolding from the teacher or other learners. The following issues are considered important and addressed in this curriculum: expression of student needs, cultural considerations, interlanguage, language varieties, the "covert curriculum," classroom relationships, teaching styles ("tell or teach"), and critical analysis of lower level learners. The guide is divided into three sections: "General Information"; "Course Overview"; and "Module Details." Learning modules for three certificate programs are:21046VIC Certificate in English Language Literacies (Foundation); 21047 VIC Certificate I in English Language Literacies; and 21048VIC Certificate II in English Language Literacies. All three curriculum documents have been accredited under the authority of the adult Community and Further Education Board of Victoria, Australia for the period of July 1, 2000 to June 30, 2004. There are also four appendices: "Sample Course Outline for Curriculum Domains"; "Record of Observation Sheet"; "Course Planning Sheets"; and "Sample Certificate/Statement." (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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CELL
Certificates in English Language Literacies

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Adult Education in the Community

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Certificates
IN ENGLISH LANGUAGE LITERACIES (CELL)

This is to certify that the curriculum documents

21046VIC Certificate I in English Language Literacies (Foundation)
21047VIC Certificate I in English Language Literacies
21048VIC Certificate II in English Language Literacies

have been accredited under the authority of the
Adult Community and Further Education Board, Victoria
Accreditation for the period: 1 July 2000 – 30 June 2004

Date of Accreditation: 1 July 2000

21046VIC Certificate I in English Language Literacies (Foundation)
21047VIC Certificate I in English Language Literacies
21048VIC Certificate II in English Language Literacies

Curriculum Writers: Lynda Achren, Jill Bamforth and Angela McKenna

ISBN: 0 7311 2675 0

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The Curriculum Writers

Lynda Achren completed the first phase of the curriculum writing process, involving the research into needs and the first draft, before taking up a curriculum project in Laos for AUSAID, developing language programs for government officials participating in ASEAN forums. Lynda taught before this in the TESOL Grad. Dip. Program at Victoria University of Technology in Melbourne. She has also delivered VUT programs for TESOL teachers in Vietnam. Lynda taught for many years in AMES where she taught, wrote about and produced materials for lower level learners.

Jill Bamforth continues her interest in teaching and learning theory with this curriculum writing project. She has taught for many years with AMES and in schools in England, the Philippines, Tanzania and Jordan. She has a special interest in the practices and politics of literacy education and has written about and lectured in ESL literacy. In AMES, in addition to teaching, she has held staff development, publications, research and organisational roles. She is currently writing her PhD thesis on the subject of immigrant women, linguistics and the law.

Angela McKenna was seconded to this project from the Northern Melbourne Institute of TAFE where she teaches a youth literacy class. Angela is a former AMES teacher and the AMES Project Officer for the National Reporting System. She contributed to the writing of the initial Benchmarks for Educational Effectiveness and the NCELTR research into competency-based course design. Angela's account of this research appeared in the first edition of Teachers Voices. More recently she participated in the development of the ESL Frameworks for OTFE.

The following people contributed their time and expertise to the project:

Philip McIntyre
Paul Learmonth
Dave Tout
Jackie Springall
Jan Hagston
Robyn Hodge

Delia Bradshaw
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Angela McKenna	Northern Metropolitan TAFE
Jill Bamforth	AMES
Lynda Achren	VUT

Literacy education must challenge learners to take on the role of subjects in both reading and writing.

Freire, P. *Letters to Cristina.* Routledge: New York 1996.

The Certificate in English Language Literacies: Origins and Influences

The Certificate in English Language Literacies (CELL) curriculum planning phase began with a series of meetings between the writers and teacher and learner groups. The aim of these meetings was to document practice and expertise at this level and to canvas suggestions for the final edition. As a result, the CELL does not represent any one theory or approach, but contains themes from a number of sources.

The CELL has been particularly influenced by previous curricula, such as the Certificates in Spoken and Written English (CSWE) and the Certificates in General Education for Adults (CGEA). It might be seen as yet another chapter or a tributary in the roman fleuve of curriculum writing, with a particular emphasis on adult learning theory, critical analysis of text and the notion of 'literacies' as multiple and dynamic.

In terms of teaching/learning theory, the CELL advocates 'apprenticed' learning and assessment. At no stage in the CELL is the learner required to work individually or in isolation, though it is expected that she/he will consolidate skills and will gradually become more independent. The term 'collaborative learning' refers to this supported stage, where the teacher or other learners provide considerable scaffolding for the beginner. In the CELL all assessment is based on observing the learner's supported accomplishments, a significant difference between it and other ESL curricula.

For terms of further education principles, Delia Bradshaw's 'Transforming Lives, Transforming Communities' sets out the principles of adult learning required for accredited ACFE courses. The principles of multiplicity, connectedness, critical intelligence and transformation, together with the lifelong learning goals, are written into the further education outcomes which introduce each module in the CELL. These represent the longer-term goals of English language and literacy teaching, setting the more specific outcomes into a broad educational context.

The following references provide further contextual background to the CELL

ACFE 1996 *The Certificates in General Education for Adults* ACFE: Victoria.

Auerbach, E. 1992 *Making Meaning Making Change-Participatory Curriculum Development for Adult ESL* USA: Centre for Applied Linguistics

Bradshaw, D. 1999 *Transforming Lives, Transforming Communities A Conceptual Framework for Further Education.* ACFE: Victoria

Burns, A. and H Joyce. (eds) 1995 *Teachers Voices: Exploring course design in a changing curriculum.* NCELTR: Sydney.

Cook, V. 1996 *Second Language Learning and Language Teaching.* Arnold: London.

Morgan, W. 1997 *Critical Literacy in the Classroom – the art of the possible* .Routledge: New York

NSW AMES 1998. *Certificates in Spoken and Written English* (4th edition) AMES: Sydney

Tollefson, J.W. 1995 *Power and Inequality in Language Education.* Cambridge University Press: Cambridge

Wertsch, J.W. 1985 *Culture Communication and Cognition – Vygotskian Perspectives.* Cambridge University Press: Cambridge.

Issues For Teaching and Learning

In the reading and discussion phase of writing the Certificate in English Language Literacies (CELL) curriculum, the following issues emerged as significant ones for teaching and learning at this level. These views, though many influences are woven through them, represent the writers' own opinions. They are included here as some evidence of their own positions and to suggest some areas for future discussion.

Expression of students needs

Students' motivations can be multiple, conflicting and fluid and may change over time. Their real needs may not be revealed to the teacher and it may be her/his job to gather these indirectly. Therefore expression of students needs is an ongoing process, requiring a number of approaches. In addition to the needs expressed by learners, teachers should add gradually to the repertoire of approaches used in the class, so that the learners can make more informed choices about content and method.

Cultural Considerations

Wherever possible and wherever it is culturally sensitive to do so, all learning should relate to the learners' own backgrounds and experiences. Any new subject or topic can be prefaced by discussion of the known, e.g. whether formal letters are part of the students own literacy habits, or what provisions there are for public education in their countries of origin. This practice values the students' linguistic and cultural heritage as well as their personal histories. Not only that, but the comparisons and contrasts provided by this approach are a form of critical awareness.

Where talk of the past is not recommended, e.g. if a student doesn't want to talk about it, the experiences of others can provide a text 'at a remove'. Discussion of the students' lives in their present communities is another possibility.

A teacher dominated classroom characterised, for example, by the use of IRE (initiation/response/evaluation) sequences, effectively discourages interaction, e.g.

T: Where is it?

S: Over there

T: Good!

A participatory, culturally sensitive curriculum will include a variety of interactive patterns, open-ended activities and the creation of class material from student suggested topics. The cultural issues affecting students' reactions to class topics and approaches cannot be known or specified in advance but issues of comparative language and culture can be a very motivating class focus.

Interlanguage

Errors and inconsistency in English language production are necessary at the early developmental stages of language learning. Whilst there is strong evidence that language development follows a pattern, this does not mean that the teaching should necessarily follow these stages of development. For example, 'wh' questions are late in the acquisition process but students need to use them, even if imperfectly, at an early stage. It is important, however, that the teachers' expectations of students' performance are related to knowledge of interlanguage levels.

There is no reason why different interlanguage stages should not be shown in classroom materials, in fact it may be very desirable for learners to know that these stages are normal. The 'correct model' view of language teaching may have some benefits but it can also increase learners' feelings of incompetence. It could be very useful for students to see examples of social competence shown by those with limited English.

Language Varieties

Since there are many varieties of English in the community, a good sample of these varieties should be introduced into the language classroom. The teaching program can also include a wide range of roles and registers. Students' other languages can be used and valued in the classroom and in the learning context. Furthermore, many bi-lingual approaches can be considered for the monolingual classroom.

Content

In curriculum designed for beginning English language learners, content cannot be specified in advance, since it will depend on the experiences of different groups. Wherever possible, cues should be taken from the students' own lives and interests. These can often be 'picked up' by the teacher if she/he takes cues from the students themselves. Open-ended approaches, such as beginning a lesson with a large photo, allow students to direct the content in ways which interest them. At later stages of the course, it is a good idea to ask students to bring or to cut out an article or picture in community language newspapers or from the junk mail in their letter boxes. This can provide excellent starting points for the class. The approach to the topic needs to be as carefully considered as the content area itself – see 'the covert curriculum'.

The covert curriculum

Curriculum materials all assume a particular view of the learner and her/his needs. A survival curriculum, for instance, might posit a monocultural world, perilous for those without the English language. Other curricula might view the learners as consumers, or as people lacking critical or perceptive faculties. To moderate the theoretical influence of curriculum materials teachers can introduce a wide range of materials, methods, approaches and outcomes. Both teachers and students should be involved in the critical analysis of texts, materials and approaches.

Classroom relationships

In adult learning situations students can take considerable responsibility for choosing topics, working with others, and for organising both the classroom and class events. Given teacher encouragment, students can use their special skills and knowledge as a basis for lessons or class talks. The students' own lives can provide all the material needed for early literacy and language teaching. Teachers should try to avoid the use of the IRE (initiation/response/evaluation) sequence, using more open-ended and inclusive forms of discussion. All students require the skills to challenge, question and assert themselves in English.

The teaching method employed should be consistent with the classroom practices. A 'communicative' methodolgy, for instance, might be at odds with use of grammar or spelling drills.

Tell or teach?

It may be that some of the traditional items in the English language curriculum are not exactly teachable, only 'showable'. Under this heading might be learning strategies, grammar and vocabulary. Students need to be introduced to different ideas and structures, and it is reasonable for these to be practised. On the other hand, some teaching techniques such as 'drilling' may have few useful effects. At present there is little evidence that error correction, either of pronunciation or written work, is very useful. If students expect that error correction is part of the teaching process, however, teachers will be obliged to provide some form of this at some stage of the program.

For informal learners explicit grammar instruction is not recommended. If grammatical teaching takes place at all, it should arise from a known context. Rather than trying to teach very specific 'rules' or 'uses', students are more likely to benefit from knowing the essential similarities and differences between English and other languages – that English is a member of the subject-verb-object ordered language group, for instance.

It is valuable for students to be able to discuss learning strategies and perhaps to be introduced to new ways of learning. Students' choice of strategies, however, will be very dependent on their backgrounds and personal preferences. Attempts to influence or change students' preferred learning styles and methods are not likely to be very successful.

Critical analysis and lower level learners

Some learners at the beginning stages of the CELL curriculum might not be able to enter into the reflection and discussion methods commonly suggested for critical analysis.

Whilst discussion might not always be an option for critical analysis in all classes, it is possible to encourage students to approach every text in a critical, or proto-critical way. Finding the textual sources and dates, for example, or ascertaining the addresser and the addressee in a text, are essential steps in critical analysis and can be practised at an early stage.

On the other hand, significant critical issues can be addressed in other ways, for example through the relationships, or the power structures in the class. The more symmetrical the relationships, the more likely that students will make meaningful contributions to class planning and processes. Learners can be made aware from an early stage that they have choice and agency in their classroom. In this setting they can, perhaps, be prepared for exercising agency and choice in other contexts.

Section A

GENERAL INFORMATION

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TYPE OF SUBMISSION

This is a submission for initial accreditation as a recognised course.

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AVETMISS INFORMATION

ASCO – GEN 19
ANZSIC – 8440
Field of Study: Further Education 120302
National Codes: Certificate I in English Language Literacies (Foundation): 21046VIC
Certificate I in English Language Literacies: 21047VIC
Certificate II in English Language Literacies: 21048VIC

Section B
COURSE OVERVIEW

COURSE TITLE AND NOMINAL DURATION

Title: Certificate in English Language Literacies (CELL) incorporating:

- Certificate I in English Language Literacies (Foundation) Nominal Duration 200 hours
- Certificate I in English Language Literacies Nominal Duration 200 hours
- Certificate II in English Language Literacies Nominal Duration 400 hours

EVIDENCE OF NEED

The CELL curriculum was jointly commissioned by the Adult, Community and Further Education Board and AMES. Both organisations identified a need for a flexible English language curriculum suitable for a range of beginner level English language students. This group includes older learners, high oracy/low literacy learners (or vice versa), those with interrupted schooling, or learners who cannot undertake a high intensity course, e.g. those suffering from illness or trauma.

The current accredited courses, despite their many strengths, do not cater for students whose skills are unevenly developed, for those with literacy needs and interests or those who prefer a less formal approach. The project brief for the CELL noted that there was no choice of curricula at the lower levels (AQF 1-3) and that...'this is a problem for providers' (AMES 1999). The CELL was developed to address the gaps in existing provision and to encourage access, at a later date, into programs such as the CSWE and CESOL.

The project brief outlined three stages in the development of the curriculum – needs analysis with a range of stakeholders, the production of modules for accreditation and the development of implementation/professional development guidelines. The first phase of the curriculum development involved meetings with focus groups from both ACFE and AMES and with student representative groups. Responses at these meetings wholeheartedly endorsed the project and offered further suggestions for the design and content of the curriculum and the supporting materials.

In addition to these meetings, the curriculum writers attended conferences and advertised the curriculum survey process in the ARIS newsletter. The AMES website also carried information about the project and requested contact with interested parties. This resulted in a wide range of responses from many different educational settings in a number of states. These responses offered support, encouragement and many more suggestions for the final document.

When the trialling phase was announced the response was also very enthusiastic, showing that the interest in the project was not only theoretical, but actual and immediate.

Background Research

The Australian Bureau of Statistics in *Profiles and Perceptions and Aspects of Literacy Assessed Skill Levels Australia 1996* (McLennan 1996:13) surveyed Australians aged 15-74 whose first language was not English. Of these 2,304,000 people, over 30% claimed that they needed help with information from the government and 25% that they needed assistance with filling out forms and writing notes. For newspaper reading, medicine instructions and basic maths, the proportion of those needing assistance was significantly higher than for English first language speakers.

Since 10% of native English speakers also reported dificulty with government forms, it may be that these are particularly hard to read. Nonetheless the percentage of non-native speakers needing assistance in this and other English literacy areas is very high.

Other figures which give 'evidence of need' are as follows: 50% of LBOE (Language Background Other than English) Australians aged 55-74 classified their reading skills as moderate/poor. Forty percent of those aged 45-54 reported the same outcome. As for speaking, 25% of those who arrived in Australia after 1990 described their speaking skills as 'poor'. For those who arrived between 1981-1990 about 18% self-rated their skills as 'poor', as did 15% of those who arrived before 1981. This evidence of need comes only from longer-term residents – it goes without saying that new arrivals will be in immediate need of English tuition and that this need should be addressed quickly – perhaps as a preventative to the situation described in the staticians' reports. It is also important to retain people in the English – learning system, given that it will take longer than the new arrivals' 510 hours of tuition to achieve proficiency in the language. To this end, courses should be suited to learner backgrounds and needs and should provide achievable outcomes.

Achievable outcomes serve other significant purposes. For both men and women, the awards available from accredited courses are a means of achieving equity, as individuals can be respected for their achievements as distinct from characteristics such as gender, age or country of origin (Teese et al 1999:5). Furthermore it seems important from a gender-equality perspective to provide a good variety of courses, especially at the beginning level, to encourage women's entry into further education. Currently, women are under- represented in accredited courses (Teese et al 1999:109).

At present, the accredited English language courses available for lower-level learners assume a formally educated student who can undertake a high intensity course. Whilst this course type has strengths, it excludes many students from the ready achievement of awards, and perhaps discourages others from continuing in educational settings. The CELL course, however, provides the flexibility to suit a range of learners and provides a very gradual set of outcomes so that even a gentle progression can be acknowledged with a certificated outcome. Furthermore, the course recognises achievements and knowledge in a range of literacy domains, allowing for students' varied interests.

Whilst it would be possible to provide many more statistics and perceptions about LBOE literacy needs, perhaps the quotation from the summary of *Aspects of Literacy* (1996) provides the most interesting evidence of 'need', since it describes clearly the present situation of adult ESL literacy and the type of curriculum required to address it:

> *Given the clear pointers in the Survey of Adult Literacy about the interaction of spoken English use and literacy performance scores, it is clear that an effective policy must also incorporate a distinctive place for English as a second language teaching.*
>
> *An overarching and comprehensive policy is required, one based on the principles of life long learning for all and characterised by curriculum diversity, models of learning that are participatory and supportive, one that brings about a greater equality of access in adult education generally...'* *(McLennan 1996:88).*

References

Australian Bureau of Statistics 1997 *Aspects of Literacy, Profiles and Perceptions Australia 1996.* Commonwealth of Australia: Canberra.

Australian Bureau of Statistics 1997 *Assessed Skill Levels Australia 1996.* Commonwealth of Australia: Canberra.

Bradshaw, D. 1999 *Transforming Lives, Transforming Communities.* ACFE: Victoria

Teese, R. Davies, M. Polesel J. and K. O'Brien 1996 *Accreditation in the Victorian Adult and Community Education Sector.* Educational Outcomes Research Unit: University of Melbourne.

Transition Arrangements

Not Applicable

COURSE PURPOSE

To provide a flexible English language curriculum, suitable for adult LBOE (Language Background Other Than English) learners who prefer a less formal approach to learning and assessment. The accredited courses currently in use, despite their many strengths, make considerable demands on those learners with interrupted schooling, literacy needs or those suffering from refugee or other trauma. The aim of the CELL is to recognise students' achievements at the early stages of their English language learning, providing gently graded levels to encourage them to remain in the field of further education. The CELL is therefore suitable for learners and classes of varied educational backgrounds, skills and experiences. The flexibility necessary for such variety is achieved by providing modules within five literacy skill areas, in three or more contextual domains.

The curriculum takes a broader view of literacy and language by including electronic and diagrammatic texts and numeracy skills within its framework. Including these broader elements recognises the 'new literacies' required in the negotiation of these texts, as well as their importance in the everyday world. The curriculum encourages a critical approach in all areas including oracy, literacy and numeracy.

The CELL curriculum aims to build on adult learners' skills in a range of literacies, but makes no assumptions about the learner's previous educational experiences. The course assumes some facility with Roman script, though this need not be a prerequisite. The CELL provides a series of gently graded levels with certificated outcomes, in recognition of the discipline and conceptual challenges involved in early language learning.

It is hoped that the achievability of the modules and the flexibility of the certificates will encourage learners to remain in English language classes and/or in the field of adult education.

Vocational Curriculum: Competency Standards

Not Applicable

Vocational Curriculum General Competencies

Not Applicable

COURSE STRUCTURE AND REQUIREMENTS

Overview of Course Structure

The curriculum consists of three credentials:

1 Certificate I in English Language Literacies (Foundation)

2 Certificate I in English Language Literacies

3 Certificate II in English Language Literacies

Each level consists of five modules. To be awarded a certificate at any level, the participants must complete all modules at that level.

Statements of attainment will be awarded for module completion that falls short of certificate completion. To simplify the credentialling process, there is one document that records either statement of attainment or the award of a certificate. (See Appendix 4.)

On completion of the learning period, or when students exit a course, they will receive a record showing the modules they have completed. In some cases, students may complete modules across different levels. The statement will include a record of module completion at every level of achievement.

Recognition of prior learning should be applied whenever possible. For example, if students enter the class at CELL 2 speaking and listening, this can be recorded immediately. As such an achievement assumes a completion of the CELL 1: (Foundation) and CELL 1 in speaking and listening, these can also be recorded.

Requirements: Entry Levels, Skills and Knowledge

There are no formal entry requirements for the course. However, it is assumed that learners will have acquired basic skills in using Roman script. The CELL allows for enrolment in modules across its three levels. Thus, students with higher oracy skills might be enrolled at certificate II level for speaking and listening but at the foundation level for reading and writing.

For learners who have not yet acquired Roman script, the *Course in Beginning Second Language Literacy* (AMES 1997) provides an excellent starting point. Where it is not possible to access such a course, students without basic skills using Roman script may benefit from a customised course at the foundation level of the Certificate in English Language Literacies. At this level there is scope for developing skills using Roman script in the context of scaffolded learning activities.

The following referral guide indicates the ASLPR equivalents for each level in the Certificate in English Language Literacies:

ASLPR	Certificate
0+	Certificate I in English Language Literacies: (Foundation)
1-	Certificate I in English Language Literacies
1	Certificate II in English Language Literacies

It might be practical for some groups to integrate learners at different levels. In some circumstances it would be quite feasible to have all three groups together.

Recognition of Prior Learning (RPL)

Recognition of prior learning is to be encouraged. Students enrolled at CELL II in listening and speaking can, for example, receive recognition of prior learning for speaking and listening at the CELL I (Foundation) level and for CELL I.

It is only possible to gain prior recognition of learning for individual modules and not for whole certificate levels.

Modules

There are five modules in each of the certificate levels for the CELL curriculum. Each module is based on a skill focus area:

- oracy
- reading and writing
- numeracy
- using electronic texts
- using diagrammatic texts.

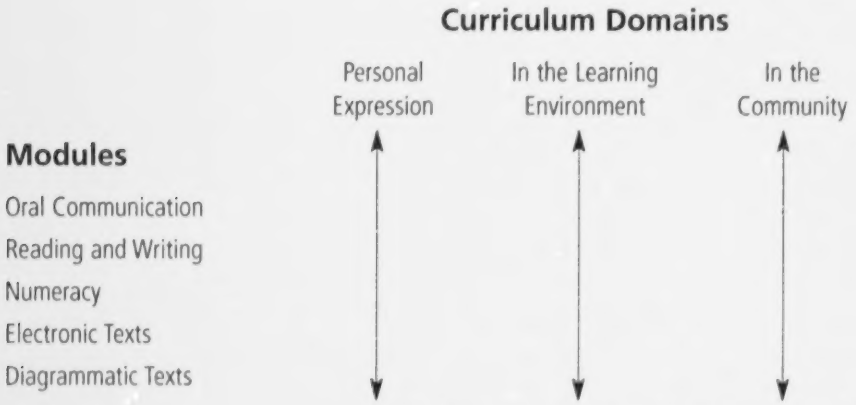
Ideally, the modules will be integrated in class delivery. Numeracy, for example is generally included in oracy and literacy activities. However, because the language of numeracy is such a significant feature of everyday life, the CELL acknowledges achievement in numeracy as a separate module. The focus of the numeracy module is on English language learning, since learners may already have developed the underlying conceptual knowledge. Numeracy, like oracy and literacy is a cultural practice and therefore requires a similarly culturally sensitive approach.

The development of skills in the use of electronic and diagrammatic texts have also been highlighted for specific focus. These "literacies" are generally subsumed in the broader categories of reading and writing, numeracy and oral communication. Electronic texts and diagrammatic texts have increasing applications in everyday life and in vocational and educational contexts, as well as specific features and functions that may require explicit treatment in the language classroom. Hence, they have been included as separate modules within the curriculum framework. It should be noted that electronic texts are considered by the CELL to include the following and many more – cash register displays, ATMs, microwave ovens, touch screens, photocopiers, ticket machines and

mobile phones. Diagrammatic texts are those generally asssociated with a row and column (matrix) framework. The simplest form is a list. The category includes maps, timelines, timetables, charts, indexes, calendars and forms.

These focus areas are contextualised in terms of the three broad curriculum domains as outlined below, i.e. *Personal Expression, The Learning Environment* and *The Community.* These domains provide teachers with useful parameters for course design and planning.

CELL Curriculum Framework



The English Language and Literacies Outcomes in each module should be demonstrated in at least one of these curriculum contexts.

Curriculum Domains

It is not always the case that the development of a communicative competence in one context is easily transferred to another. For this reason, the CELL has built in the possibility of developing courses where language and skills can be recycled across contexts. In this way, connections can be made between new learning and new contexts.

Linking skill focus areas with curriculum contexts highlights the multiplicity of uses and meanings of language, literacy and numeracy practices in different social contexts. There is always scope for developing further modules in other curriculum contexts such as science, the media, health and fitness, or specific vocational and jobseeking areas.

Personal Expression Domain

This curriculum domain emphasises the expression of personal identity and culture through spoken and written English. It also includes motivating aspects of language learning such as aesthetic pleasure and social interaction.

Modules in the Personal Communication context provide a focus for the interpersonal and aesthetic dimensions of language use by:

- integrating new learning with prior knowledge and experiences
- developing English language skills through familiar and relevant content
- acknowledging the aspect of language learning that involves creative and expressive elements
- promoting language learning as a pleasurable and affirming experience
- developing confidence and motivation through personally meaningful content and expression of personal and cultural identity
- developing skills in language use that can be transferred to further learning, organisational and community contexts.

The Learning Environment Domain

The learning environment can be a supportive and immediate context for developing English language, literacy and numeracy skills. Interaction between people within the learning community facilitates shared knowledge about language and culture in the wider community and in personal lives.

Many ESL literacy learners have had little or no experience in adult learning in the Australian context. The procedures and practices involved in learning to learn may need to be made explicit for this group.

The learning environment can include institutional contexts such as the formal classroom, one to one tutoring, online communities and the informal learning network of classroom participation.

Modules in the Learning Environment domain provide an opportunity for a focus on the specific demands and resources in the formal learning environment by:

- increasing familiarity with class routines and practices
- developing the social and interpersonal skills required in classrooms
- developing skills for accessing resources in the learning environment.
- using the learning environment as a context for developing English language skills
- applying knowledge and English language skills for participation in learning processes, procedures and activities
- developing skills for learning in an immediate social context that can be transferred to wider community contexts and personal lives.

The Community Domain

People need English language skills for a wide range of purposes in the wider community. Similarly, participation in community activities can provide meaningful contexts for understanding and using spoken and written English.

Modules in the Community domain focus on the specific demands and resources for English language use in the wider community by:

- developing skills for accessing those organisations, services and groups important for the immediate needs and interests of the learners
- increasing the range of community networks and contacts for personal, vocational and community purposes
- developing more confidence in dealing with a range of situations in the public context.
- developing English language skills and knowledge for accessing spoken and written texts related to social issues
- developing skills in a community context that can be transferred to new language learning and personal expression.

COURSE LEARNING OUTCOMES

The learning outcomes in the CELL curriculum have been developed according to the plaited model described in *Transforming Lives, Transforming Communities*:

- Subject content – knowledge and understanding
- Conceptual and linguistic development – behaviours, skills and performance
- Learning to learn – critical analysis and values reflection.

In this instance, the outcomes of learning have been presented as two interrelated components:

1 Further Education Outcomes – subject content, learning to learn

2 English Language Outcomes – subject content, conceptual and linguistic development.

The two components of the CELL learning outcome model are described in more detail below.

Further Education Outcomes

The Further Education Outcomes (see also English Language Outcomes – diagram p. 22) are related to the principles of curriculum design as outlined in *Transforming Lives, Transforming Communities*. This component of the learning outcome model involves a range of factors (A-F) as subject content for critical analysis and reflection:

A Intercultural Factors – Multiplicity and Connectedness

B Social Context – Critical Intelligence

C Intertextuality – Connectedness

D Emerging Literacies (new technologies) – Connectedness, Transformation

E Power Relations – Critical Intelligence

F Transference of Skills – Multiplicity, Connectedness, Critical Intelligence, Transformation.

Every module is introduced with statements relating to the following outcomes of learning:

A Raised awareness of the intercultural differences and similarities in language use – relates to the Further Education principles of *multiplicity and connectedness* and the significance of valuing diversity and establishing common ground in social interaction.

B Raised awareness that language use may vary according to social context: roles of participants, subject matter, social purposes and text types – relates to the principle of *critical intelligence* and the impact of social context on the language used.

C Raised awareness that language use involves a variety of texts, text types and modes such as literacy, oracy, and numeracy, that may occur together – relates to the principle of *connectedness* and how language use involves the integration of a range of practices and text types.

D Raised awareness that electronic texts* and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices – relates to the principles of *connectedness and transformation* by focusing on the evolving nature of communication.

* Note that technology is very broadly defined for the purposes of this curriculum, including not only computers but cash register displays, ATMs, microwave ovens, touch screens, photocopiers, ticket machines and mobile phones. Diagrammatic texts are those generally asssociated with a row and column (matrix) framework. The simplest form is a list. The category includes maps, timelines, timetables, charts, indexes, calendars and forms.

E Raised awareness that power relations may be maintained, represented by, or (re)constructed by, literacy, oracy and numeracy practices – relates to the principle of *critical intelligence* by emphasising the importance of questioning language and literacy practices in terms of social and personal implications and perspectives.

F Reflection on own learning, and the transference of knowledge and skills to further learning experiences and social contexts – relates to all four further education principles of *multiplicity, connectedness, critical intelligence* and *transformation.* These are essential life long learning principles.

The Further Education Outcomes vary slightly according to the skill focus area of each module. The outcome statements across the three certificate levels range from:

- initial awareness and orientation in level I (Foundation)
- increased awareness and consolidation at level I
- extended awareness and independence at level II.

Please note: these "outcomes" are not measurable in the same way that performance competencies have attempted to measure achievement. Many learners will already have developed these skills using their first language. However, the focus in the CELL curriculum is on underlying knowledge and understandings that are realised or demonstrated through effective communication using English as a second or subsequent language.

English Language Outcomes

This component of the learning outcome model describes the observable behaviours, skills and performance that provide evidence of the development of knowledge and understanding.

The English Language Outcomes are accompanied in each module by *"Evidence of Accomplishment"* statements to assist with teacher observation and assessment.

The English Language Outcomes have been written to give more specific examples of how the Further Education Outcomes could be realised or demonstrated by someone who is learning English as a second or subsequent language.

Many English language learners may already have developed some, or all, of the underlying capacities and abilities described in the Further Education Outcomes and are able to demonstrate this using their other language/s. The English Language Outcomes are a recognition that the learner can express these abilities in English.

The notion of collaboration has been included in the English Language Outcomes as an acknowledgement that language and literacy learning occurs within social contexts and that this inevitably involves support, negotiation, affirmation, scaffolding, modelling and mentoring at every stage of development. In the foundation certificate the notion of "collaboration" refers mainly to teacher-as-scribe activities where individuals provide oral input for the construction of written texts.

There are 12 English language outcomes across the five modules at each level of the CELL certificate. The learning outcomes are differentiated at each level as:

- orientation to new English language skills in the foundation certificate
- consolidation and increasing independence of beginning English language skills in certificate one
- extension and more independent performance of language skills at certificate two level.

English Language Outcomes: Distinguishing Features Across Levels

Skill Focus Areas (Modules)	CELL I: (Foundation) Initial awareness and Orientation to skills	CELL I Increasing awareness and Consolidation of skills	CELL II Extending awareness and Independence with skills
Oracy	• short social exchanges • formulaic expressions • personally relevant • anecdote	• short social exchanges • personally relevant, familiar • recount, description, narrative	• more sustained exchanges • personally relevant • recount, description, narrative
Reading and Writing	• short and simple texts • personally relevant, collaborative recount, narrative, description	• short and simple texts • personally relevant • recount, narrative, description, notes and messages	• simple texts • personally relevant • recount, narrative, description, notes and messages
Numeracy	• short and simple exchanges and texts • formulaic • personally relevant • locate, use, write	• short and simple exchanges and texts • personally relevant • interpret, convey, write	• more sustained exchanges • short texts • interpret, convey, write
Using Electronic Texts	• short interactions • personally relevant	• personally relevant • read, interact	• personally relevant • read, interact • increasing range
Using Diagrammatic Texts	• simple texts • personally relevant information • recognise, express	• simple texts • specific information • interpret, express	• familiar topics • specific information • interpret, express

The table on the following page provides an overview of the learning outcomes for each module in the CELL.

Further Education Outcomes

A Intercultural
Raised awareness of the intercultural similarities and differences in language use.

B Social Context
Raised awareness that language use may vary according to the social context: roles of participants, subject matter, social purpose, and text types.

C Intertextuality
Raised awareness that language use involves a variety of texts, text types, and modes that may occur together such as: literacy, oracy and numeracy.

D Emerging Literacies
Raised awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices.

E Power Relations
Raised awareness that power relations may be maintained, represented by, or (re) constructed by literacy, oracy and numeracy practices.

F Transference
Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes

CELL I: (Foundation)

Each of the English Language Outcomes below are to be achieved in at least one of the curriculum domains of:
- Personal Expression
- In the Learning Environment
- In the Community

Oracy
LO1 To participate in short, social exchanges
LO2 To relate short simple anecdotes
LO3 To respond to personally relevant requests or inquiries.

Reading and Writing
LO4 To complete personally relevant information on surveys and forms
LO5 To read a short simple recount, narrative or description
LO6 To write a collaborative recount, narrative or description

Numeracy
LO7 To use personally relevant numerical information in a short social exchange
LO8 To locate personally relevant numerical information in short simple texts
LO9 To write personally relevant numerical information in short simple texts

Using Electronic Texts
LO10 To participate in short social exchanges associated with using electronic texts
LO11 To undertake a personally relevant activity using electronic texts

Using Diagrammatic Texts
LO12 To recognise and express personally relevant information in a simple diagrammatic text

Orientation to English language and literacy skills

CELL I

All the English Language Outcomes below are to be achieved in at least one of the curriculum domains of:
- Personal Expression
- In the Learning Environment
- In the Community

Oracy
LO1 To participate in short social exchanges
LO2 To relate a short anecdote in a personally relevant recount, description or narrative.
LO3 To respond to information, requests or inquiries on familiar topics.

Reading and Writing
LO 4 To use and understand personally relevant notes and messages
LO5 To read a short simple recount, narrative or description
LO6 To write a short simple recount, narrative or description

Numeracy
LO7 To convey personally relevant numerical information in a short social exchange
LO8 To interpret personally relevant numerical information in short simple texts
LO9 To write personally relevant numerical information in a simple text.

Using Electronic Texts
LO10 To read a personally relevant electronic text
LO11 To interact with electronic texts by using basic program features

Using Diagrammatic Texts
LO12 To interpret and express specific information in a simple diagrammatic text

Consolidation of beginning English language and literacy skills

CELL II

All the English Language Outcomes below are to be achieved in at least one of the curriculum domains of:
- Personal Expression
- In the Learning Environment
- In the Community

Oracy
LO1 To participate in sustained social exchanges
LO2 To relate a sustained anecdote in a personally relevant recount, description or narrative.
LO3 To respond to information, requests or inquiries.

Reading and Writing
LO 4 To use and understand personally relevant notes and messages
LO5 To read a simple recount, narrative or description
LO6 To write a simple recount, narrative or description

Numeracy
LO7 To convey personally numerical information in a sustained social exchange
LO8 To interpret numerical information in a short text
LO9 To write numerical information in a simple text.

Using Electronic Texts
LO10 To read a personally relevant electronic text
LO11 To interact with electronic texts by using increasing range of program features

Using Diagrammatic Texts
LO12 To interpret and express specific information in a diagrammatic text

Extension of beginning English language and literacy skills

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EDUCATION PRACTICES

Teaching and Learning Practices

The curriculum allows for a range of delivery modes including part and/or full time, one to one tutoring, class groups, at workplaces, or for distance learning. The course is not recommended for self study, although there might be certain ILC settings that would be suitable for CELL learners (for further information about ILC use see the appendix).

A suitable ILC arrangement might be one in which the teacher is able to work with small groups or individuals. It would not be appropriate for the students to work alone, as collaborative activity is at the heart of the CELL.

Delivery of courses using this curriculum need to relate to the educational practices described in *Transforming Lives, Transforming Communities* by Delia Bradshaw, the document informing practice in all ACFE accredited courses. These educational practices are Multiplicity, Connectedness, Critical Intelligence and Transformation. Some examples of the incorporation of these principles into this curriculum are as follows.

Multiplicity

- Many teaching approaches are encouraged
- Many references and materials are suggested
- 'Literacies' are plural
- Several contextual areas are described
- It is possible for teachers to create other contextual fields
- Many module combinations are possible

Connectedness

- Connections are made between different strands of the curriculum
- Skills and contexts are interrelated
- Literacies are seen as interdependent
- Learner background is related to present situations

Critical Intelligence

- Students participate in course design
- Analysis and interpretation inform each learning module
- Language learning incorporates critical intelligence
- Learning strategies are suggested and discussed
- Intercultural matters are compared and analysed
- Learners are encouraged to undertake small scale research

Transformation

- Learners will be encouraged to access other learning paths
- Learners will be introduced to community agencies and resources
- Learners will become more confident and independent in their learning practices
- Learners will become more confident and independent in using community resources
- Learners will gain access to and more control of literacy practices.

Assessment Practices

Assessment practices throughout all three certificate levels should be integrated with teaching and learning practices. Informal assessment is best conducted by teachers throughout the course using a range of methods such as:

- Informed observation – to obtain an overall impression of students' performance, e.g. using professional judgement and/or set of explicit criteria to analyse a collection of work, or task performance over a period of time
- Planned observation – to assess specific aspects of students' work, e.g. by analysing use of a particular language function, grammatical construction, genre or learning strategy at a particular point in time
- Formative analysis – to obtain a more detailed view of learner progress and needs for the purpose of course planning, e.g. by comparing task performance; through a discussion with learners before and after a period or unit of instruction.

Resources

Courses using the CELL should be delivered by teachers with recognised qualifications and preferably ESL or adult literacy specialist training.

Teacher developed resources suitable for the learners are generally the most appropriate for this level. At present there are few commercially produced texts which are suitable for informal learners.

The teacher reference list at the end of this section may be a useful start for researching suitable approaches and other background material

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Occupational Health and Safety

All rules for health and safety in the workplace will be observed.

Customisation

The Certificate in English Language Literacies has been designed for classroom based instructional contexts. The nature of the learning outcomes, particularly at CELL I: (Foundation), entail ready access to teacher modelling, support and feedback as well as the provision of whole learning activities with built-in achievable steps for extending skills development (scaffolding).

However, for a variety of reasons, some learners may require further support and orientation before entering a formal learning environment. Other learners may not be able to access a formal English language class due to administrative or eligibility restrictions.

Many of these learners are currently attending an Independent Learning Centre (ILC) and participating in a flexible delivery mode of instruction with the assistance of qualified teachers and support services.

The CELL curriculum can be adapted to flexible delivery in an ILC provided the following conditions are met:

- access to qualified ESL and/or literacy teacher
- participation in initial interview
- induction to learning environment and resources
- access to computer and audio/visual resources
- participation in regular consultations and planning
- completion of regular record keeping.

Other desirable ILC program features would include:

- bilingual support or interpreter services
- volunteer tutor support available
- some conversational or small group sessions.

In these cases, the CELL curriculum could be used for planning purposes and for formal recognition of a learner's achievements in flexible delivery mode. Support materials are available for using CELL in flexible delivery mode.

Mixed Ability Groups

The CELL is designed to cater for individuals with uneven skill development eg. higher oracy than literacy, and for variety of literacy skills within a student group. The learning outcomes may be grouped across levels according to the diversity of the group and the different skill levels of individual learners.

The course outline on the following page is an example of how the CELL can be used for mixed ability, disparate learner groups.

Course Outline for Mixed Ability Groups

Topic: A CULTURAL FESTIVAL – NEW YEAR **Curriculum Domain:** PERSONAL EXPRESSION

Further Education Outcomes

By completing the activities in this unit students will have the opportunity to demonstrate raised awareness of the following factors in personal expression:

Intercultural – different calendars (lunar vs solar), religious/traditional vs commercial practices, meanings of rituals, obligations of individuals/family groups.

Social Context – participants in various festivities and rituals, gender and family roles, impact of social distance (friends vs strangers), personal vs public

Intertextuality – influence of historical and religious texts and beliefs on symbolism and practices, impact of traditional texts on commercial texts, how traditions are represented or exploited in commercial texts.

Emerging Literacies – impact of global networks on communication between people and representations of cultural festivals.

Power Relations – how the dominant culture positions practices of another culture – such as allocation of public holidays, workplace conditions?

Transference of Skills – using English for making arrangements, discussing and describing events and cultural practices for intepersonal communication, and for workplace and community interactions/understandings.

English Language Outcomes

By completing the activities in this unit students will have the opportunity to develop skills using English for personal expression in the following ways:

Modules: Skill Focus Areas:	Certificate I (Foundation)	Certificate I	Certificate II
Oracy	Express own experience of a new year event by responding to simple questions or other cues.	Ask questions about new year event experienced by another. Talk about a photograph of an event.	Participate in a conversation comparing new year celebrations here and in country of origin. Give a short oral presentation on a personal experience of new year.
Reading and Writing	Contribute to a text composed by the class and scribed by the teacher. Transcribe the text.	Use a model text to write own experience of new year including specific details. Read a short paragraph and answer questions about specific details.	Design a flyer advertising a community celebration or event. Read several personal descriptions of a new year celebration and discuss in a small group.
Numeracy	List times and duration of events, items needed.	Calculate cost of a particular new year event – researching item/ resources available in local area.	Explore alternative cost effective options by estimating quantity and calculating cost in relation to number of people participating.
Using Electronic Texts	List and name eletronic devices useful to the occasion. – eg. autobank, microwave, calculator.	Use a calculator to add up the costs of the event.	Use a range of features on a calculator and show increasing confidence in a range of other electronic devices.
Using Diagrammatic Texts	Participate in making a timeline of events. Locate festival dates on a calendar.	Make a timeline of events including specific details about items needed.	Make an itinerary for planning a new year event using a timeline from previous personal.

RECOGNITION OUTCOMES AND ARTICULATION

Recognition Outcomes

A certificate prototype is included as an attachment. This certificate can be used to record prior learning, to be used as a statement of attainment or to show completion of the CELL I: Foundation level or CELL levels I and II.

Learners will receive a statement of attainment for satisfactory module completion. Upon completion all modules for a level, learners will be awarded a certificate as recognition of learning.

Other recognition outcomes can include:

- A portfolio of written work
- Participation in a community activity
- Contribution to a group task, action or publication
- Contribution to class planning and activity
- Contact with people or agencies within and outside the learning institution
- Compiling a learning diary
- Collection of material for a 'literacy' scrapbook
- Participation in a class production or exhibition
- Organisation or participation in a social activity with another group
- Mentor or peer tutoring work with others.

Pathways Outcomes

The course develops skills to enable students to access further language and literacy provision and gives increased access to employment and further training opportunities.

The grid on the following page shows the CELL curriculum in relation to other ESL courses.

The CELL curriculum articulates into the following courses:

- CSWE 3
- CGEA 2
- Certificate III ESL Access *(ESL Framework)*
- Certificate III ESL Vocational *(ESL Framework)*
- Certficate III ESL Academic *(ESL Framework)*

For learners who need to further consolidate their skills upon completion of CELL II the following options are available:

- CSWE 2
- CGEA 1
- Certificate II ESL Vocational
- Certificate II ESL Academic.

Other pathways for learners exiting CELL courses may include:

- Employment – paid and voluntary
- Jobseeking focus
- Increased involvement in community life
- Vocational or basic skills training courses
- Increased access to and participation in community health, leisure and recreational courses and activities
- Enhanced connections between individuals and families to other educational and community contexts
- Participation in self-access learning facilities.

Other pathway outcomes may include:

- improved learning to learn skills for life-long learning
- increased participation in community life
- developed multicultural and multilingual social networks
- an increased confidence in using the text types and modes in common use
- increased access to and participation in adult learning
- increased confidence in self and in social interaction
- improved cross-cultural awareness.

CELL Pathways and Related Framework

	AQF 1	AQF 2	AQF 3	AQF 4
	Beginning Second Language Literacy CELL I (Foundation) CELL I CSWE[1] I CGEA[2] I (Foundation) Certificate I in ESL Access Certificate I in Literacy & Numeracy	CELL II CSWE II CGEA II Certificate II in ESL Access Certificate II in ESL (Vocational Purposes) Certificate II in ESL (Academic Purposes) CGEA II in Literacy & Numeracy CGEA II (Further Study)	CSWE III - Vocational English CSWE III - Further Study CSWE III - Community Access Certificate III in ESL Access Certificate III in ESL (Vocational Purposes) Certificate III in ESL (Academic Purposes) Certificate III in Literacy & Numeracy – Vocational English Certificate III in Literacy & Numeracy – Further Study Certificate III in Literacy & Numeracy – Community Access	CSWE IV - Vocational English CSWE IV - Further Study CSWE IV - Mixed Focus Certificate IV in ESL Access Certificate IV in ESL (Vocational Purposes) Certificate IV in ESL (Academic Purposes)
Initial referral	ASLPR 0 0+ 1-	ASLPR 1-/1	ASPLR 1/1 +	ASPRL 2

1. Certificates in Spoken & Written English
2. Certificates in General Education for Adults

Ongoing Monitoring and Evaluation

The course will be monitored by a curriculum maintenance group consisting of the course proponents and a curriculum advisory group. This advisory group will

- review the implementation of the program
- monitor and evaluate course standards, delivery and assessment.

Recommendations for changes will be conveyed to the ACFE Board.

Feedback will be sought from students during and after the course to ascertain whether or not it fulfils their goals.

Contact:

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Section C

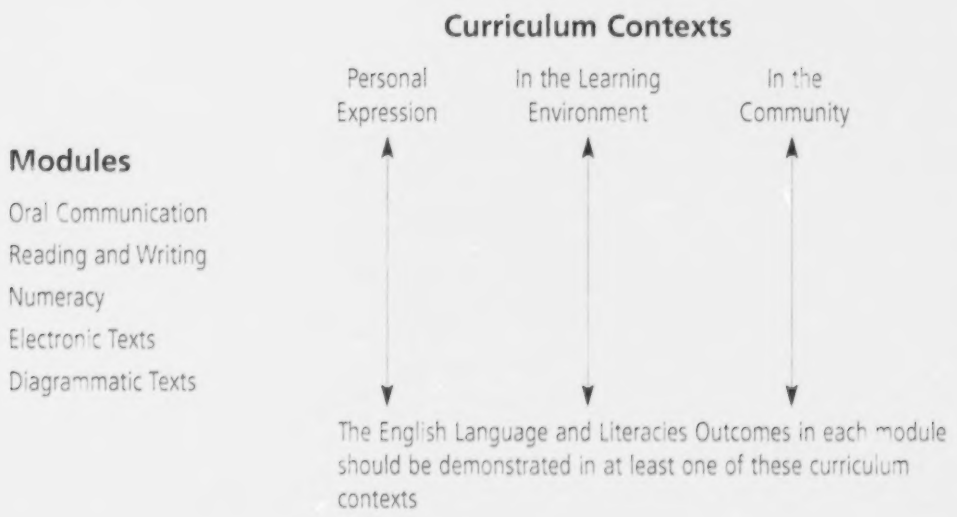
MODULE INFORMATION

CERTIFICATE I (FOUNDATION)

OVERVIEW

Structure

There are five modules in the Certificate I in English Language Literacies (F ndation) curriculum.



Each module consists of the following components:

- *Further Education Outcomes* – broad educational goals for course and task design.
- *English Language Outcomes* – specific examples of how further education outcomes may be achieved using English as a second language.
- *Evidence of Accomplishment* – linguistic criteria for determining achievement of English language outcomes.
- *Notes* – task or performance variables that should be considered when observing learners.
- *Curriculum Domains* – examples of how learning and language outcomes can be contextualised according to needs and interests of learners within the broad contextual domains of *Personal Expression, The Learning Environment or The Community.*
- *Activity Bank* – sample activities for teaching, learning and assessing.

Learning Outcomes

The learning outcomes in the CELL curriculum have been developed according to the plaited model as in *Transforming Lives, Transforming Communities*:

- Subject Content – knowledge and understanding
- Conceptual and linguistic development – behaviours, skills and performance
- Learning to Learn – critical analysis and values reflection

In this instance, the outcomes of learning have been presented in two parts in the module details – Further Education Outcomes and English Language Outcomes. In practice, both sets of outcomes are integrated and relate to the model above accordingly:

1 Further Education Outcomes – subject content, learning to learn

2 English Language Outcomes – subject content, conceptual and linguistic development

Further Education Outcomes

This component of the learning outcome model involves a range of factors (A-F) as subject content for critical analysis and reflection.

The Further Education Outcomes are also related to the principles of curriculum design as outlined in *Transforming Lives, Transforming Communities* thus:

A Intercultural Factors – Multiplicity and Connectedness

B Social Context – Critical Intelligence

C Intertextuality – Connectedness

D Emerging Literacies (new technologies) – Connectedness, Transformation

E Power Relations – Critical Intelligence

F Transference of Skills – Multiplicity, Connectedness, Critical Intelligence, Transformation

At the foundation level of the CELL certificate, initial awareness of these factors is demonstrated through orientation to English language and literacy skills.

The Further Education Outcomes vary slightly according to the skill focus area of each module. In the overview below they are accompanied by focus questions to inform course planning and to support teacher observation of individual performance.

Further Education Outcomes CELL I (Foundation)

A **Initial awareness of the intercultural differences and similarities in language use, for example:**

- politeness markers, turn taking, body language
- money and date representations
- orientation and spatial conventions of written English

What is the significance of intercultural factors in the context?
Focus on Multiplicity and Connectedness.

B **Initial awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types, for example:**

- degrees of formality
- basic text type formats and layout

How does the social context impact on the language used?
Focus on: Critical Intelligence

C **Initial awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy, and that these practices can occur together.**

How are texts, text types and modes integrated in the language used?
Focus on: Connectedness

D **Initial awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and not confined to computer use – see also Further Education in section B of this document)**

What is the impact of new learning technologies on the communication?
Focus on: Connectedness and Transformation

E **Initial awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.**

How is the relationship between language, social status and power represented in the language used?
Focus on: Critical Intelligence

F **Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.**

How can skills be transferred to other contexts?
Focus on: Multiplicity, Connectedness, Critical Intelligence, and Transformation

Please note: these "outcomes" are not measurable in the same way that performance competencies have attempted to measure achievement. Many learners will already have developed these skills using their first language. However, the focus in the CELL curriculum is on underlying knowledge and understandings that are realised or demonstrated through effective communication using English as a second or subsequent language.

English Language Outcomes CELL I (Foundation)

Module 1. Oral Communication

The learner may realise the Further Education Outcomes by demonstration of the following abilities in spoken English:

...in at least one of these contexts:

- **LO1** To participate in short social exchanges
- **LO2** To relate a short anecdote
- **LO3** To respond to personally relevant requests or inquiries

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Module 2. Reading and Writing

The learner may realise the Further Education Outcomes by demonstration of the following abilities in written English:

... in at least one of these contexts:

- **LO4** To complete personally relevant information on forms and surveys
- **LO5** To read a short recount, narrative or description
- **LO6** To write a collaborative recount, narrative or description

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Module 3. Numeracy

The learner may realise the Further Education Outcomes by demonstration of the following mathematical abilities in English:

... in at least one of these contexts:

- **LO7** To use personally relevant numerical information in a short social exchange
- **LO8** To locate personally relevant numerical information in short texts
- **LO9** To write personally relevant numerical information in short texts

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Module 4. Using Electronic Texts

The learner may realise the Further Education Outcomes by demonstration of the following abilities using electronic texts in English:

... in at least one of these contexts:

- **L10** To participate in short social exchanges associated with using electronic texts
- **L11** To undertake a personally relevant activity associated with using electronic texts

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Module 5. Using Diagrammatic Texts

The learner may realise the Further Education Outcomes by demonstration of the following abilities in using diagrammatic texts in English:

... in at least one of these contexts:

- **L12** To recognise and express personally relevant information in a simple diagrammatic text

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Education Practices

At this level, learners are orientating to a range of English language and literacy practices. The development and implementation of effective teaching practices for these learners could be guided by the following broad approaches to language learning:

1 Learning the language by focusing on formal properties and structures.

2 Learning about the language for making choices in social interactions.

3 Learning through the language by introducing relevant information, subject and content areas.

(For a further description of these approaches see Joyce 1993, following Halliday 1977.)

For those students learning Roman script formation, the course Beginning Second Language Literacy (AMES: 1997) provides an exceilent introduction.

The Further Education principles of *multiplicity, connectedness, critical intelligence* and *transformation* can be explored through these approaches by adapting a range of widely practised language and literacy teaching strategies (as described in Section B of this document). Some of these are briefly outlined below.

1 Learning the language by focusing on formal properties and structures.

The Further Education principles of *connectedness* and *critical intelligence* can be applied to teaching and learning practices in the English language classroom through:

- highlighting linguistic patterns and grammatical constructions in the context of whole texts,
- noting and practicing aspects of pronunciation and articulation for communicative purposes.

2 Learning about the language for making choices in social interactions.

The Further Education principles of *multiplicity* and *transformation* can be applied to teaching and learning practices in the English language classroom through:

- raising awareness of various aspects of social context and how these may influence human interaction,
- exploring a range of interactional strategies and their consequences within a given social situation,
- exploring a range of text types and modes and how these relate to the communicative goals of participant.

3 Learning through the language by introducing relevant information, subject and content areas.

The further education principles *connectedness* and *transformation* can be applied to teaching and learning practices in the English language classroom by:

- using English to express and explore experiences, concepts and knowledge,
- using English to explore and develop new concepts and knowledge,
- using English to access and contribute to community life.

Assessment Practices

Assessment practices at this stage should be integrated with learning practices. Informal assessment is best conducted by teachers throughout the course using a range of methods such as:

- Informed observation – to obtain an overall impression of students' performance, e.g. using professional judgment and/or set of explicit criteria to analyse a collection of work, or tasks performance over a period of time.
- Planned observation – to assess specific aspects of students' work, e.g. by analysing use of a particular language function, grammatical construction, genre or learning strategy at a particular point in time.
- Formative analysis – to obtain a more detailed view of learner progress and needs for the purpose of course planning, e.g. through a discussion with learners before and after a unit of instruction.

CERTIFICATE I (FOUNDATION)

module 1: ORAL COMMUNICTION

Module Code: VBJ702

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on orientation to beginning oral communication skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules in other skill focus areas (i.e. reading and writing, numeracy, electronic texts, and diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following outcomes:

A Initial awareness of the intercultural differences and similarities in language use (e.g. politeness markers, turn taking, body language).

B Initial awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types (e.g. degrees of formality).

C Initial awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Initial awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Initial awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Spoken English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities:

LO 1 To participate in short social exchanges.

LO 2 To relate a short anecdote.

LO 3 To respond to personally relevant information, requests or inquiries.

These outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

Teachers will observe that learners can, for example:

- Use and recognise learned formulae, e.g. "Hello, how are you?"
- Use and recognise common temporal markers, e.g. yesterday, tomorrow.
- Use and recognise a range of single words or phrases related to personally relevant information and everyday needs
- Use routine opening and closing phrases where appropriate.

Notes

- Pronunciation may feature some variations in stress patterns, intonation and pitch.
- Gesture, facial expression, mime and other paralinguistic features may support oral exchanges

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- having a brief casual conversation about cultural background or country of origin,
- talking about a recent family/cultural event,
- listening and responding to another's anecdote.

... in the learning environment by:

- notifying about absence from class, conversation about previous learning,
- indicating interest in, or concern about, a learning activity,
- participating in a class survey.

... in the community by:

- *expressing interest or concern about a recent development or change in a community setting,*
- providing background information for a brief transaction, discussing weather conditions in a casual conversation,
- expressing concern or confusion about an official procedure.

Education Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment activities at this level can include observations of role-play, conversation, small group and class discussion, informal/casual exchanges or interviews.

Activity Bank

Personal Expression

- Initiating and responding to greetings from others.
- Showing interest/concern for another person through verbal feedback or questioning, body language and gestures.
- Relating a short sequence of events based on personal experience, e.g. immigration details, weekend, recent event.
- Describing a short sequence of pictures or personally meaningful photograph/object.

In the Learning Environment

- Using the names of teacher and group members.
- Indicating preferences for learning tasks and activities.
- Asking question about class times or other organisational information.
- Responding to classroom instructions by asking for clarification or undertaking tasks.
- Working collaboratively in learning tasks with others.
- Participating in the organisation of social events such as class excursion/party.

In the Community

- Arranging an appointment with a doctor/housing officer.
- Participating in a transaction, e.g. inquiry about local clubs or groups.
- Exploring a social issue from a picture, e.g. from newspaper.
- Participating in a brief casual conversation such as talking about the weather, problems with public transport.
- Visiting a site of community activity or concern and participating in group discussion.

- Relating an event that occurred in a public context, e.g. cultural activity, on public transport, sporting event, current affairs.

CERTIFICATE I (FOUNDATION)

module 2: READING & WRITING

Module Code: VBJ703

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on orientation to beginning reading and writing skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules from other skill focus areas (i.e. oracy, numeracy, electronic texts, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following outcomes:

A Initial awareness of the intercultural differences and similarities in language use (left to right orientation of texts and the spatial orientation of written English).

B Initial awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types in communication (e.g. basic format and layout).

C Initial awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Initial awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Initial awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Print-based English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities:

LO 4 To complete personally relevant information on a form/survey.

LO 5 To read a short recount, narrative or description.

LO 6 To write a collaborative recount, narrative or description.

These outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Write approximately 3 items of information.
- Write one or more simple sentences.
- Use and recognise a range of single words or written prompts related to personally relevant information and everyday needs.

Notes

- Spelling and letter formation may feature some developmental variations.
- Written texts may require oral, pictorial or visual support.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- writing personal details on a diary or on a possession,
- reading a short sequence such as a timeline,
- composing a short description of own photograph (teacher may scribe).

... in the learning environment by:

- writing details on an enrolment form, class list,
- matching sentences with photos of a learning activity/excursion,
- constructing a text from a picture sequence of learning activity.

... in the community by:

- writing details on a childcare form,
- reading key information from a notice about a community service/event,
- identifying several notice types on a community notice board.

Education Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment tasks at this level could include a collection of written work, sequencing and matching tasks, true and false activities, cloze activities, storyboard and dictation. Verbal responses to reading tasks are suitable at this level.

Activity Bank

Personal Expression

- Completing personal details in the front of a diary, journal or on a personal possession.
- Reading a short sequence of events and reconstructing a story through sequencing pictures.
- Reconstructing own written material through sequencing of sentences or words.
- Labelling a picture of personal relevance such as a family photograph or picture of a cultural event.
- Working collaboratively in the production or reproduction of a narrative, recount or description of personal relevance.

In the Learning Environment

- Transcribing personal details onto an enrolment form, library application, class survey.
- Participating in class excursion and collaborating in group writing task.
- Reading class notice and conveying information to another person.
- Extracting key information from a class notice about an excursion or social event.
- Discussing a picture sequence of learning activities (such as using ILC, steps in class activity) and collaborating in the construction of written text.
- Matching sentences with picture sequence of a day in the life of a language learner.

In the Community

- Transcribing personal details onto a simple form, e.g. local library, child care centre, Centrelink.
- Using a picture of a local issue, or identity, as a writing or vocabulary stimulus.
- Labelling a picture for lost property, lost animal or missing person.

- Reading and noting down key information (such as place and time) in a brief notice, description or story of local interest, e.g. advertisement, leaflet for social campaign, brochure for council or service provider.
- Matching common symbols or logos for community services such as Centrelink.
- Reading and responding to frequently seen occupational health and safety signs and procedures.
- Matching pictures of problems/issues with appropriate words or simple sentence/s.

CERTIFICATE I (FOUNDATION)

module 3: NUMERACY

Module Code: VBJ704

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on orientation to beginning numeracy skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules from other skill focus areas (i.e. oracy, reading and writing, electronic texts, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Initial awareness of the intercultural differences and similarities in language use (money and date representations).

B Initial awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types in communication (e.g. degrees of formality).

C Initial awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Initial awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Initial awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Numeracy in English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 7 To use personally relevant numerical information in a short social exchange.

LO 8 To locate personally relevant numerical information in short written or electronic texts.

LO 9 To write personally relevant numerical information in a simple text.

Language outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Identify whole numbers and basic numerical features on a clockface, key pad or dial.
- Use numbers to request and communicate information of personal relevance.
- Use and identify whole numbers and some common fractions relevant to personal interests and everyday needs.
- Recognise symbols for common measurements.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- expressing birthday, address, age,
- constructing a simple timeline of life milestones,
- reading prices on a sale catalogue,
- noting address, date and contact details on an invitation.

... in the learning environment by:

- transcribing date of birth, address, age onto an enrolment form,
- reading times on a clockface,
- completing relevant details in a class survey relating to age, length of residence, birth order in family,
- estimating and discussing distances between school and home.

... in the Community by:

- reading prices of goods, times of trains, opening hours,
- noting due date and amount on a bill, time of next train on a station monitor,
- noting dates of public holidays from a calendar,
- noting percentage details on bank or sale advertisements.

Education Practices

See overview of CELL I (Foundation) level and also section B of this document.

Assessment Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment activities at this level could include a collection of work or worksheets, participation in an activity or role-play, arranging or planning for an event. Verbal or written responses are suitable at this level.

Activity Bank

Personal Communication

- Making arrangements for social event or visit e.g. notes time, date and address.
- Relating an event to a particular age/time, e.g. completes a simple time line of major life events.
- Noting physical measurements and weight and compares with others.
- Compiling a list of useful phone numbers.
- Using common percentages for estimating and measuring.

In the Learning Environment

- Identifying and recalling class times and room numbers.
- Collaborating in the construction of a shopping list for a class party by estimating and calculating prices of familiar goods.
- Giving dates for duration of absence from class, e.g. for appointment or family commitment.
- Completing a class survey with basic numerical information, e.g. age, number of children.
- Reading and noting down times, dates and costs for a class excursion.
- Estimating classroom/learning space measurements.
- Discussing fees and fines in the learning environment, e.g. enrolment, library fines, parking permit, purchase of books.

In the Community

- Transcribing personal details onto a simple form for example, a local library, a childcare centre, or Centrelink.
- Reading and noting screening times for a movie.
- Reading a public notice about a leisure or cultural activity and noting information about times, dates and contact numbers.
- Noting cost of outing to sports event or cultural event from a list of expenses.

CERTIFICATE I (FOUNDATION)

module 4: USING ELECTRONIC TEXTS

Module Code: VBJ705

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on orientation to beginning skills for using electronic texts in English through connecting new learning with the resources and demands in an adult learning context. Ideally, the module will be integrated with other skill focus areas (i.e. oracy, reading and writing, numeracy, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Initial awareness of the intercultural differences and similarities in language use.

B Initial awareness that language use may vary according to social context, the roles of participants, the subject matter, and the social purpose and text types in communication (e.g. degrees of formality).

C Initial awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Initial awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Initial awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Using Electronic Texts

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 10 To participate in short social exchanges associated with using electronic texts.

LO 11 To undertake a personally relevant activity associated with using electronic texts.

Language outcomes may be grouped for teaching, learning and assessment purposes

Please note that 'electronic texts' are many and varied. See the activity bank for further examples.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Identify varieties of electronic texts in everyday life.
- Demonstrate beginning awareness of the functions of electronic texts in personally relevant contexts.
- Demonstrate beginning awareness of non-linear organisation of electronic texts in everyday contexts.
- Use some basic features of electronic equipment to interact with electronic texts.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- expressing familiarity or non-familiarity with a type of electronic text,
- using a calculator to estimate cost of family/social event, e.g. read costs from a list of items and keys in numerical information to calculate the expense of a meal or outing.

... in the learning environment by:

- requesting or giving assistance for using a computer assisted learning program,
- transcribing own story/recount onto a word processor.

... in the community by:

- requesting or giving assistance for using a public transport ticket machine,
- using an ATM, mobile phone, retail point of sale register, swipe card machine, touch screen, or recorded transport information service,
- using a coffee machine or public phone.

Education Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment activities at this level could include a collection of work or worksheets, participation in an activity or role-play, arranging or planning for an event. Verbal or written responses are suitable at this level.

Activity Bank

Personal Communication

- Transcribing written recount, description or narrative onto computer, e.g. personal details, major life events.
- Collaborating in a group construction of a list of electronic texts used in everyday life.
- Matching domestic/personal function of electronic texts with name of equipment.
- Participating in discussion about new and old technology.
- Participating in discussion about the changing functions, features and uses of everyday technology such as telephones, computers, cooking equipment.
- Collaborating in construction of a list of personal experiences and problems encountered when using equipment, e.g. answering machines, ATMs, public transport.

In the Learning Environment

- Using computer assisted learning programs, e.g. Storyboard, Interactive Picture Dictionary.
- Using a calculator for simple operations, e.g. inputing information from a list of items.
- Choosing items from a menu to obtain goods or information, e.g. coffee machine or computer software program.

In the Community

- Identifying equipment used in a particular community setting, e.g. leisure/entertainment centre, government agency, banking.
- Giving and requesting information about electronic equipment – location, operation etc.
- Making a call on a mobile phone.
- Noting functions of a digital clock.
- Using a touch screen to obtain information.

CERTIFICATE I (FOUNDATION)

module 5: USING DIAGRAMMATIC TEXTS

Module Code: VBJ706

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on orientation to beginning skills for using diagrammatic texts in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules in other skill focus areas (i.e. oracy, reading and writing, numeracy, and electronic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Initial awareness of the intercultural differences and similarities in language use.

B Initial awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types in communication.

C Initial awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Initial awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Initial awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Using Diagrammatic Texts

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 12 To recognise and express personally relevant information in a simple diagrammatic text.

Language outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Demonstrate awareness of use of diagrammatic texts for particular purposes in personally relevant contexts.
- Demonstrate awareness of concept of coordination for using everyday grids and tables.
- Demonstrate awareness of concept of aerial view for everyday maps and floorplans.
- Recognise some common symbols and abbreviations for using everyday tables, maps and floor plans.
- Recognise some everyday classifications such as alphabetical order and chronological order.

Notes

- Highly structured and supported tasks.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- expressing date of personal or cultural event from a calendar,
- finding country of origin on a world map

... in the learning environment by:

- arranging students in order of height to construct a diagram or bar graph,
- putting students' names in alphabetical order.

... in the community by:

- recognising names in a phone book,
- recognising alphabetical reference for building or department on a floor plan or directory,
- locating exits from a floorplan.

Education Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment Practices

See overview for CELL I (Foundation) level and also section B of this document.

Assessment activities at this level can include a collection of work or worksheets, participation in an activity or role-play, arranging or planning for an event. Verbal or written responses are suitable at this level.

Activity Bank

Personal Communication

- Transcribing important dates onto a calendar.
- Constructing a timeline of life events.
- Using maps to trace significant life events, e.g. map of the world to locate country of origin and Australia.
- Matching house picture to room plan.

In the Learning Environment

- Finding exits or fire escape routes in learning centre plan.
- Finding objects or places in a grid plan.
- Constructing simple bar graphs or tables based on information about class group.
- Comprehending some icons and symbols on a computer screen.

In the Community

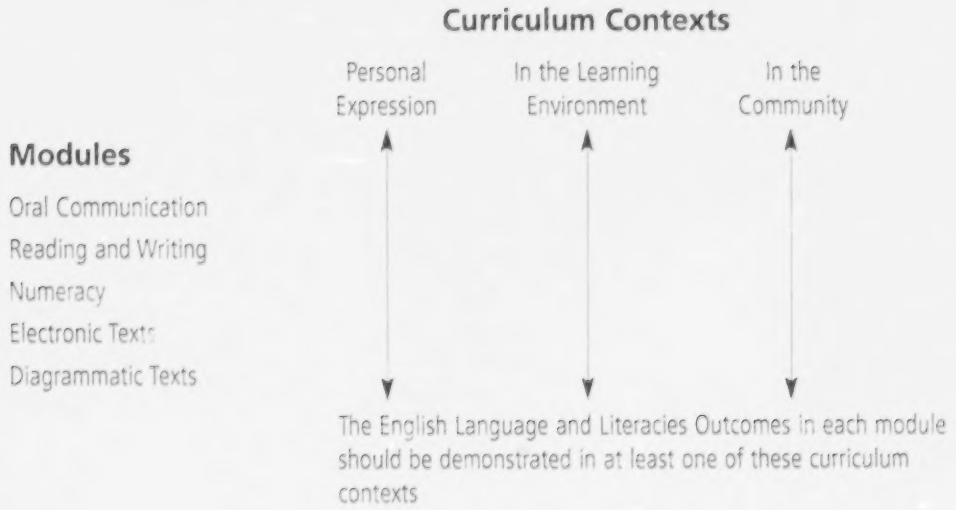
- Locating significant community buildings or sites on a grid plan.
- Following a store directory to find items in supermarket.
- Constructing simple bar graphs and tables relating to the community.
- Matching the sketch of an object with a diagram of its aerial view.
- Attempting aerial view representations of places or objects.

CERTIFICATE I

OVERVIEW

Structure

There are five modules in the Certificate I in English Language Literacies curriculum.



Each module consists of the following components:

- *Further Education Outcomes* – broad educational goals for course and task design.
- *English Language Outcomes* – specific examples of how further education outcomes may be achieved using English as a second language.
- *Evidence of Accomplishment* – linguistic criteria for determining achievement of English language outcomes.
- *Notes* – task or performance variables that should be considered when observing learners.
- *Curriculum Domains* – examples of how learning and language outcomes can be contextualised according to needs and interests of learners within the broad contextual domains of *Personal Expression, The Learning Environment or The Community*.
- *Activity Bank* – sample activities for teaching, learning and assessing.

Learning Outcomes

The learning outcomes in the CELL curriculum have been developed according to a multi-plaited model as outlined in *Transforming Lives, Transforming Communities*:

- Subject Content – knowledge and understanding
- Conceptual and linguistic development – behaviours, skills and performance
- Learning to Learn – critical analysis and values reflection

In this instance, the outcomes of learning have been presented in two parts – Further Education Outcomes and English Language Outcomes – and relate to the model above accordingly:

1 Further Education Outcomes – subject content, learning to learn

2 English Language Outcomes – subject content, conceptual and linguistic development

Further Education Outcomes

This component of the learning outcome model involves a range of factors (A-F) as subject content for critical analysis and reflection.

The Further Education Outcomes are also related to the principles of curriculum design as outlined in *Transforming Lives, Transforming Communities* thus:

A Intercultural Factors – Multiplicity and Connectedness

B Social Context – Critical Intelligence

C Intertextuality – Connectedness

D Emerging Literacies (new technologies) – Connectedness, Transformation

E Power Relations – Critical Intelligence

F Transference of Skills – Multiplicity, Connectedness, Critical Intelligence, Transformation

At the level 1 of the CELL certificate, consolidated awareness of these factors is demonstrated through consolidation of beginning English language and literacy skills.

The Further Education Outcomes vary slightly according to the skill focus area of each module. In the overview below they are accompanied by focus questions to inform course planning and to support teacher observation of individual performance.

Further Education Outcomes

A **Consolidating awareness of the intercultural differences and similarities in language use.**

What is the significance of intercultural factors in the context?
Focus on Multiplicity and Connectedness.

B **Consolidating awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types.**

How does the social context impact on the language used?
Focus on: Critical Intelligence

C **Consolidating awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy, and that these practices can occur together.**

How are texts, text types and modes integrated in the language used?
Focus on: Connectedness

D **Consolidating awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).**

What is the impact of new learning technologies on the communication?
Focus on: Connectedness and Transformation

E **Consolidating awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.**

How is the relationship between language, social status and power represented in the language used?
Focus on: Critical Intelligence

F **Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.**

How can skills be transferred to other contexts?
Focus on: Multiplicity, Connectedness, Critical Intelligence, and Transformation

Please note: these "outcomes" are not measurable in the same way that performance competencies have attempted to measure achievement. Many learners will already have developed these skills using their first language. However, the focus in the CELL curriculum is on underlying knowledge and understandings that are realised or demonstrated through effective communication using English as a second or subsequent language.

English Language Outcomes

Module 1. Oral Communication

The learner may realise the Further Education Outcomes by demonstration of the following abilities in spoken English:

...in at least one of these contexts:

- **LO1** To participate in short social exchanges
- **LO2** To relate a short anecdote in a personally relevant recount, description or narrative
- **LO3** To respond to information, requests or inquiries on familiar topics

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Module 2. Reading and Writing

The learner may realise the Further Education Outcomes by demonstration of the following abilities in written English:

... in at least one of these contexts:

- **LO4** To use and understand personally relevant notes and messages
- **LO5** To read a short simple recount, narrative or description
- **LO6** To write a short simple recount,narrative or description

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Module 3. Numeracy

The learner may realise the Further Education Outcomes by demonstration of the following mathematical abilities in English:

... in at least one of these contexts:

- **LO7** To convey personally relevant numerical information in a short social exchange
- **LO8** To interpret personally relevant numerical information in short texts
- **LO9** To write personally relevant numerical information in a simple text

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Module 4. Using Electronic Texts

The learner may realise the Further Education Outcomes by demonstration of the following abilities using electronic texts in English:

... in at least one of these contexts:

- **LO10** To read a personally relevant electronic text
- **LO11** To interact with electronic text by using basic program features

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Module 5. Using Diagrammatic Texts

The learner may realise the Further Education Outcomes by demonstration of the following abilities in using diagrammatic texts in English:

... in at least one of these contexts:

- **LO12** To interpret and express specific information in a simple diagrammatic text

- *Personal Expression*
- *In the Learning Environment*
- *In the Community*

Education Practices

At this level, learners are consolidating skills in a range of beginning English language and literacy practices. The development and implementation of effective teaching practices for these learners could be guided by the following broad approaches to language learning:

1 Learning the language by focusing on formal properties and structures.

2 Learning about the language for making choices in social interactions.

3 Learning through the language by introducing relevant information, subject and content areas.

(For a further description of these approaches see Joyce et al 1993, following Halliday 1977.)

The Further Education principles of *multiplicity, connectedness, critical intelligence* and *transformation* can be explored through these approaches by adopting a range of widely practiced language and literacy teaching strategies. Some of these are briefly outlined below.

1 Learning the language by focusing on formal properties and structures.

The Further Education principles of *connectedness* and *critical intelligence* can be applied to teaching and learning practices in the English language classroom through:

- highlighting linguistic patterns and grammatical constructions in the context of whole texts.
- noting and practicing aspects of pronunciation and articulation for communicative purposes.

2 Learning about the language for making choices in social interactions.

The Further Education principles of *multiplicity* and *transformation* can be applied to teaching and learning practices in the English language classroom through:

- raising awareness of various aspects of social context and how these may influence human interaction,
- exploring a range of interactional strategies and their consequences within a given social situation,
- exploring a range of text types and modes and how these relate to the communicative goals of participants.

3 Learning through the language by introducing relevant information, subject and content areas.

The further education principles *connectedness* and *transformation* can be applied to teaching and learning practices in the English language classroom by:

- using English to express and explore experiences, concepts and knowledge,
- using English to explore and develop new concepts and knowledge,
- using English to access and contribute to community life.

Assessment Practices

Assessment practices at this stage should be integrated with learning practices. Informal assessment is best conducted by teachers throughout the course using a range of methods such as:

- Informed observation – to obtain an overall impression of students' performance, e.g. using professional judgment and/or set of explicit criteria to analyse a collection of work, or tasks performance over a period of time.
- Planned observation – to assess specific aspects of students' work, e.g. by analysing use of a particular language function, grammatical construction, genre or learning strategy at a particular point in time.
- Formative analysis – to obtain a more detailed view of learner progress and needs, e.g. by comparing task performance and through discussion with learners before and after a period or unit of instruction for the purpose of course planning.

CERTIFICATE I

module 1: ORAL COMMUNICATION

Module Code: VBJ707

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on the consolidation of beginning oral communication skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules in other skill focus areas (i.e. reading and writing, numeracy, electronic texts, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following outcomes:

A Consolidating awareness of the intercultural differences and similarities in language use (e.g. gestures, eye contact, personal space, body language, status of written/printed texts, basic punctuation codes)

B Consolidating awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types (e.g. degrees of formality).

C Consolidating awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Consolidating awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Consolidating awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Spoken English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities:

LO 1 To participate in short social exchanges.

LO 2 To relate a short anecdote in a personally relevant recount, description or narrative.

LO 3 To respond to information, requests or inquiries on familiar topics.

These outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

Teachers will observe that learners can, for example:

- Use and extend on modelled language by experimenting with creative utterances on familiar topics.
- Recognise common temporal markers and some common verb forms, *e.g. last week, last year, tomorrow, is/was, go/went.*
- Recognise basic word order patterns such as subject/verb/object construction.
- Use and recognise a short sequence of spoken utterances on familiar and predictable topics, e.g. two-step spoken instructions, directions or information sequences.
- Use and recognise common verbal and non-verbal clarification and basic conversation strategies, e.g. repetition, fillers and feedback.
- Use and recognise simple question forms and strategies, e.g. "wh" words, rising intonation.

Notes

- Pronunciation may feature some variations in stress patterns, intonation and pitch but his does not impede meaning
- Gesture, facial expression, mime and other paralinguistic features may support oral exchanges

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- commenting on a view, incident or scene in immediate environment,
- describing a holiday or an event from a photograph/postcard,
- asking questions about another person's anecdote or journey and responding to questions about own anecdote or journey.

... in the learning environment by:

- notifying somebody about change of address,
- describing journey to learning centre,
- informing another group member about task requirement or procedure.

... in the community by:

- expressing interest or concern about a recent development or change in a community setting,
- providing background information for brief transaction, discussing weather conditions in a casual conversation,
- expressing concern or confusion about an official procedure.

Education Practices

See overview for Certificate I and also section B of this document.

Assessment Practices

See overview for certificate I and also section B of this document.

Assessment can include observation of role-play, conversation, small group and class discussion, informal/casual exchanges or interviews.

Activity Bank

Personal Expression

- Relating an incident from a picture prompt.
- Participating in a conversation about a personal possession or experience e.g. immigration details, weekend, recent events, problem solving, social issue.
- Giving a personal response to an experience or event eg. a piece of music.
- Participating in a role-play exploring an awkward situation.

In the Learning Environment

- Relating a learning experience from a picture prompt.
- Participating in a conversation about a learning resource, situation, or setting.
- Giving a personal response to a learning task or setting.
- Participating in the construction of a short dialogue comparing two responses to a learning situation.

In the Community

- Relating an experience from a picture prompt in a community setting.
- Participating in a conversation about a community resource, service or issue.
- Participating in a role-play of a service encounter or interview.
- Participating in a role-play of a difficult service encounter or interview.
- Participating in the construction of a short dialogue comparing two responses to a social issue.

CERTIFICATE I

module 2: READING & WRITING

Module Code: VBJ708

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses the consolidation of beginning reading and writing skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules from other skill focus areas (i.e. oracy, numeracy, electronic texts, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following outcomes:

A Consolidating awareness of the intercultural differences and similarities in language use (e.g. gestures, eye contact, personal space, body language, status of written/printed texts, basic punctuation codes).

B Consolidating awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types (e.g. degrees of formality).

C Consolidating awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Consolidating awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Consolidating awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Print-based English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities:

LO 4 To use and understand personally relevant notes and messages.

LO 5 To read a short simple recount, narrative or description.

LO 6 To write a short simple recount, narrative or description.

These outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Write and understand simple clauses using basic word order patterns such as subject/verb object construction.
- Write and understand simple clauses using common tense markers and some simple verb forms, e.g. yesterday, on Saturday, simple present/past verbs.
- Use and understand simple conjunctions to link ideas in two clause sentences or across two sentences, e.g. and, then.
- Locate specific information in a short, personally relevant text.

Notes

- Students will use and extend on modelled language by experimenting with sentence structure and vocabulary.
- Spelling and letter formation may feature some developmental variations but these do not impede meaning.
- Familiar topics that have been demonstrated taught and practiced.
- May require oral, pictorial or visual support.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- writing a brief message on a greeting card,
- reading a postcard, short letter or song lyric,
- writing a post card or captions for a short series of photographs/pictures.

... in the learning environment by:

- reading specific details on a class notice,
- writing a brief summary of class activity/excursion,
- writing a weekly summary of learning highlights for a class learning diary.

... in the community by:

- reading an appointment card for a service or business,
- reading specific information in a television guide,
- outlining key details about an incident, event or accident.

Education Practices

See overview for Certificate 1 and section B of this document.

Assessment Practices

See overview for Certificate 1 and section B of this document.

Activity Bank

Personal Expression

- Using a model to write a short biographical outline.
- Reading a message on a card or note.
- Writing a caption for a picture of personal relevance such as a family picture or cultural event.
- Reading a short, unfinished story and collaborating in constructing an ending.

In the Learning Environment

- Using a model to write learning plan.
- Reading a short sequence of instructions or information related to learning.
- Writing a caption for a picture of a class event or experience.
- Reading a class notice.

In the Community

- Using a model to complete a simple form.
- Using a model to write a comment on a survey.
- Reading a short sequence of instructions or information related to community resources or services.
- Writing a caption for a picture of a community event or experience.
- Reading a community notice.

CERTIFICATE I

module 3: NUMERACY

Module Code: VBI709

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on the consolidation of beginning numeracy skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules from other skill focus areas (i.e. oracy, reading and writing, electronic texts, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Consolidating awareness of the intercultural differences and similarities in language use (e.g. cultural significance of time, space and money).

B Consolidating awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types (e.g. number patterns, ordering numbers, shape, grouping of units of measurement).

C Consolidating awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Consolidating awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Consolidating awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Numeracy in English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 7 To convey personally relevant numerical information in a short social exchange.

LO 8 To interpret personally relevant numerical information in short texts.

LO 9 To write personally relevant numerical information in a simple text.

Language outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Use and recognise common words and symbols for everyday numerical data, eg, times, measurement, common fractions, simple percentages.
- Use and recognise modelled language to describe simple comparisons of everyday numerical data, e.g. shape, size, quantity, price, distance, height.
- Use and recognise modelled language to make estimates using everyday numerical data, e.g. time, distance, quantity.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- talking about or recording sports results,
- participating in and describing scores in a board game or computer game,
- interpreting price and change for a purchase,
- writing about times and activities in daily routine.

... in the learning environment by:

- estimating time required for completing a task,
- interpreting a list of prices for learning material or activity,
- recording measurements of learning space.

... in the community by:

- talking about travel time using public transport,
- talking about time restrictions on a parking sign,
- discussing train times on a station monitor,
- discussing amount and due date on a bill,
- noting cost of community activities and services.

Education Practices

See overview for Certificate I and also section B of this document.

Assessment Practices

See overview for Certificate I and also section B of this document.

Assessment practices can include a collection of work or worksheets, participation in an activity or role-play, arranging or planning for an event. Verbal or written responses are suitable at this level

Activity Bank

Personal Communication

- Keeping a log of time spent in particular activities.
- Estimating times and distances involved in regular activities e.g. journey to school.
- Discussing and comparing prices in sale catalogues.
- Using fractions in everyday contexts e.g. recipes or medicine dosages.
- Proposing strategies for use of time and money.
- Comparing before and after shots of weight loss/house renovation etc.
- Discussing the weather forecast.

In the Learning Environment

- Checking initial estimates of classroom measurements.
- Ordering prices, quantities, measurements, e.g. from highest to lowest.
- Comparing temperatures from one day to the next.
- Matching prices with items in the learning environment.
- Discussing preferences for class times or timetable.
- Discussing location and arrangement of learning environment.
- Estimating time and distance from home to school.

In the Community

- Completing a cloze exercise by placing given numerical information e.g. date, price, age, address, measurement details in appropriate position.
- Comparing statistical information relating to different countries or regions.
- Questioning statistical information on an advertisement e.g. bank advertisements.
- Comparing and discussing bank charges and interest rates.
- Estimating the cost of one item over a lifetime-e.g. coffee, shampoo.
- Reading and comparing information on bills.
- Querying information on a bill.
- Comparing overseas phone calls – price, duration, times.

CERTIFICATE I

module 4: USING ELECTRONIC TEXTS

Module Code: VBJ710

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on the consolidation of beginning skills for using electronic texts in English through connecting new learning with the resources and demands in an adult learning context. Ideally, the module will be integrated with other skill focus areas (i.e. oracy, reading and writing, numeracy, diagrammatic texts)

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Consolidating awareness of the intercultural differences and similarities in language use (e.g. values related to the role and usage of technology for communicating in everyday life and work).

B Consolidating awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types (e.g. varying uses of electronic texts over time).

C Consolidating awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

G Consolidating awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

D Consolidating awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

E Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Using Electronic Texts

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 10 To read personally relevant electronic texts.

LO 11 To interact with electronic texts by using basic program features.

Language outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Identify types and usage of electronic texts in familiar contexts, e.g. at home, at work, in education, banking, transport and retail environments.
- Demonstrate increasing awareness of the functions of electronic texts in familiar contexts, e.g. to transfer information or complete transactions.
- Demonstrate increasing awareness of non-linear organisation of electronic texts in familiar contexts.
- Use increasing range of modifying devices in electronic texts, e.g. correction function on word processor, back tracking on a touch screen or computer learning program, spell check.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- assisting another person with using features on a touch screen,
- requesting assistance with using features on a touch screen,
- using basic features on an ATM or mobile phone.

... in the learning environment by:

- requesting or giving assistance for using a computer assisted learning program,
- using basic features on a library catalogue.

... in the community by:

- using a ticket machine for a parking meter,
- using basic features on a photocopier.

Education Practices

See overview for Certificate I and also section B of this document.

Assessment practices

See overview for Certificate I and also section B of this document.

Assessment practices can include a collection of work or worksheets, participation in an activity or role-play, arranging or planning for an event. Verbal or written responses are suitable at this level.

Activity Bank

Personal Communication

- Transcribing numerical information onto a calculator.
- Negotiating program features for a household appliance, e.g. microwave or remote control device.
- Reading and resetting a digital thermometer.
- Using a computer game.
- Using a number of functions on a mobile phone.

In the Learning Environment

- Using a number of functions on a photocopy machine including 'cancel' and 'reset'.
- Participating in a chat program on the computer.
- Finding a particular word on a software program such as a dictionary program.
- Programming and clearing a microwave.

In the Community

- Using some electronic payment methods e.g. EFTPOS.
- Sending an e-mail.
- Accessing a library catalogue.

CERTIFICATE I

module 5: USING DIAGRAMMATIC TEXTS

Module Code: VBJ711

Duration: 40 hours

Prerequisites: None

Purpose

This module focuses on the consolidation of beginning skills for using diagrammatic texts in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules in other skill focus areas (i.e. oracy, reading and writing, numeracy, and electronic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Consolidating awareness of the intercultural differences and similarities in language use.

B Consolidating awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types.

C Consolidating awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Consolidating awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Consolidating awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Using Diagrammatic Texts

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 12 To interpret and express specific information in a simple diagrammatic text.

Language outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Demonstrate increasing awareness of the use of diagrammatic texts for particular purposes in personally relevant contexts.
- Use coordinates for locating information on a simple grid or floorplan.
- Use aerial perspective for locating personally relevant information from a simple map or floorplan.
- Recognise common symbols, abbreviations and layout features for direction and orientation.
- Use some everyday classifications such as alphabetical order and chronological order.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- discussing own diet in relation to food pyramid diagram
- labelling a house floor plan.

... in the learning environment by:

- discussing floor plan of learning space,
- locating learning centre on a map or street directory.

... in the community by:

- locating fire escape on store directory,
- finding nearest station on a public transport map.

Education Practices

See overview for Certificate I and also section B of this document.

Assessment Practices

See overview for Certificate I and also section B of this document.

Assessment practices can include a collection of work or worksheets, participation in an activity or role-play, arranging or planning for an event.

Activity Bank

Personal Communication

- Finding relevant information on a chart, e.g. clothing size and price, paint type and price.
- Describing relationships in a family tree diagram.
- Labelling an illustration, e.g. parts of the body, items in a room.
- Labelling diagram of seasonal cycle.
- Reading symbols on a label or instruction sheet.

In the Learning Environment

- Comparing floorplans for different classroom arrangements.
- Using a dictionary.
- Labelling a floorplan, e.g. classroom, learning centre.
- Matching coordinates with locations in learning environment.
- Finding information on a class chart, e.g. phonetic alphabet, grammar table, number grid.

In the Community

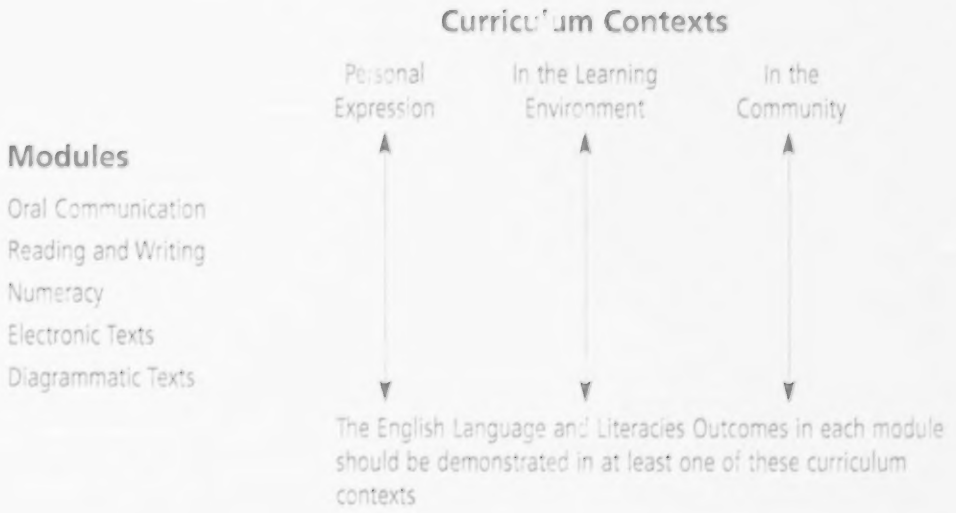
- Matching zone and ticket price.
- Labelling states and capital cities on map of Australia.
- Locating self in relation to place of cultural significance on a map, e.g. Mecca, local temple or place of worship.
- Classifying produce in a supermarket or market.
- Discussing a simple diagram eg. food pyramid.

CERTIFICATE II

OVERVIEW

Structure

There are five modules in the Certificate II in English Language Literacies curriculum.



Each module consists of the following components:

- *Further Education Outcomes* – broad educational goals for course and task design.
- *English Language Outcomes* – specific examples of how further education outcomes may be achieved using English as a second language.
- *Evidence of Accomplishment* – linguistic criteria for determining achievement of English language outcomes.
- *Notes* – task or performance variables that should be considered when observing learners.
- *Curriculum Domains* – examples of how learning and language outcomes can be contextualised according to needs and interests of learners within the broad contextual domains of *Personal Expression, The Learning Environment or The Community.*
- *Activity Bank* – sample activities for teaching, learning and assessing.

Learning Outcomes

The learning outcomes in the CELL curriculum have been developed according to a multi-plaited model as outlined in *Transforming Lives, Transforming Communities:*

- Subject Content – knowledge and understanding
- Conceptual and linguistic development – behaviours, skills and performance
- Learning to Learn – critical analysis and values reflection

In this instance, the outcomes of learning have been presented in two parts – Further Education Outcomes and English Language Outcomes – and relate to the model above accordingly:

1 Further Education Outcomes – subject content, learning to learn

2 English Language Outcomes – subject content, conceptual and linguistic development

Further Education Outcomes

This component of the learning outcome model involves a range of factors (A-F) as subject content for critical analysis and reflection.

The Further Education Outcomes are also related to the principles of curriculum design as outlined in *Transforming Lives, Transforming Communities* thus:

A Intercultural Factors – Multiplicity and Connectedness

B Social Context – Critical Intelligence

C Intertextuality – Connectedness

D Emerging Literacies (new technologies) – Connectedness, Transformation

E Power Relations – Critical Intelligence

F Transference of Skills – Multiplicity, Connectedness, Critical Intelligence, Transformation

At the level 2 of the CELL certificate, increased awareness of these factors is demonstrated through extension of beginning English language and literacy skills.

The Further Education Outcomes vary slightly according to the skill focus area of each module. In the overview below they are accompanied by focus questions to inform course planning and to support teacher observation of individual performance.

Further Education Outcomes

A **Increasing awareness of the intercultural differences and similarities in language use.**

What is the significance of intercultural factors in the context?
Focus on Multiplicity and Connectedness.

B **Increasing awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types.**

How does the social context impact on the language used?
Focus on: Critical Intelligence

C **Increasing awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy, and that these practices can occur together.**

How are texts, text types and modes integrated in the language used?
Focus on: Connectedness

D **Increasing awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).**

What is the impact of new learning technologies on the communication?
Focus on: Connectedness and Transformation

E **Increasing awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.**

How is the relationship between language, social status and power represented in the language used?
Focus on: Critical Intelligence

F **Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.**

How can skills be transferred to other contexts?
Focus on: Multiplicity, Connectedness, Critical Intelligence, and Transformation

Please note: these "outcomes" are not measurable in the same way that performance competencies have attempted to measure achievement. Many learners will already have developed these skills using their first language. However, the focus in the CELL curriculum is on underlying knowledge and understandings that are realised or demonstrated through effective communication using English as a second or subsequent language.

English Language Outcomes

Module 1. Oral Communication

The learner may realise the Further Education Outcomes by demonstration of the following abilities in spoken English:	...in at least one of these contexts:
LO1 To participate in sustained social exchanges LO2 To relate a sustained anecdote in a personally relevant recount, description or narrative LO3 To respond to information, requests or inquiries	• *Personal Expression* • *In the Learning Environment* • *In the Community*

Module 2. Reading and Writing

The learner may realise the Further Education Outcomes by demonstration of the following abilities in written English:	... in at least one of these contexts:
LO4 To use and understand personally relevant notes and messages LO5 To read a simple recount, narrative or description LO6 To write a simple recount,narrative or description	• *Personal Expression* • *In the Learning Environment* • *In the Community*

Module 3. Numeracy

The learner may realise the Further Education Outcomes by demonstration of the following mathematical abilities in English:	... in at least one of these contexts:
LO7 To convey numerical information in sustained social exchange LO8 To interpret numerical information in short a text LO 9 To write numerical information in a simple text	• *Personal Expression* • *In the Learning Environment* • *In the Community*

Module 4. Using Electronic Texts

The learner may realise the Further Education Outcomes by demonstration of the following abilities using electronic texts in English:	... in at least one of these contexts:
LO10 To read a personally relevant electronic text LO11 To interact with electronic texts by using an increasing range of basic program features	• *Personal Expression* • *In the Learning Environment* • *In the Community*

Module 5. Using Diagrammatic Texts

The learner may realise the Further Education Outcomes by demonstration of the following abilities in using diagrammatic texts in English:	... in at least one of these contexts:
LO12 To interpret and express specific information in a simple diagrammatic text	• *Personal Expression* • *In the Learning Environment* • *In the Community*

Education Practices

At this level, learners are orientating to a range of English language and literacy practices. The development and implementation of effective teaching practices for these learners could be guided by the following broad approaches to language learning:

1 Learning the language by focusing on formal properties and structures.

2 Learning about the language for making choices in social interactions.

3 Learning through the language by introducing relevant information, subject and content areas.

(For a further description of these approaches see Joyce et al 1993, following Halliday 1977.)

The Further Education principles of *multiplicity, connectedness, critical intelligence* and *transformation* can be explored through these approaches by adapting a range of widely practiced language and literacy teaching strategies. Some of these are briefly outlined below.

1 Learning the language by focusing on formal properties and structures.

The Further Education principles of *connectedness* and *critical intelligence* can be applied to teaching and learning practices in the English language classroom through:

highlighting linguistic patterns and grammatical constructions in the context of whole texts.

- noting and practicing aspects of pronunciation and articulation for communicative purposes.

2 Learning about the language for making choices in social interactions.

The Further Education principles of *multiplicity* and *transformation* can be applied to teaching and learning practices in the English language classroom through:

- raising awareness of various aspects of social context and how these may influence human interaction,
- exploring a range of interactional strategies and their consequences within a given social situation,
- exploring a range of text types and modes and how these relate to the communicative goals of participants.

3 Learning through the language by introducing relevant information, subject and content ar

The further education principles *connectedness* and *transformation* can be applied to teaching and learning practices in the English language classroom by:

- using English to express and explore experiences, concepts and knowledge,
- using English to explore and develop new concepts and knowledge,
- using English to access and contribute to community life.

Assessment Practices

Assessment practices at this stage should be integrated with learning practices. Informal assessment is best conducted by teachers throughout the course using a range of methods such as:

- Informed observation – to obtain an overall impression of students' performance, e.g. using professional judgment and/or set of explicit criteria to analyse a collection of work, or tasks performance over a period of time.
- Planned observation – to assess specific aspects of students' work, e.g. by analysing use of a particular language function, grammatical construction, genre or learning strategy at a particular point in time.
- Formative analysis – to obtain a more detailed view of learner progress and needs, e.g. by comparing task performance and through discussion with learners before and after a period or unit of instruction for the purpose of course planning.

CERTIFICATE II

module 1: ORAL COMMUNICTION

Module Code: VBJ712

Duration: 80 hours

Prerequisites: None

Purpose

This module focuses on extending initial oral communication skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules in other skill focus areas (i.e. reading and writing, numeracy, electronic texts, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following outcomes:

A Increasing awareness of the intercultural differences and similarities in language use (e.g. comments on or asks about cultural aspects of spoken interaction).

B Increasing awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose of text types (e.g. degrees of formality, conversation strategies).

C Increasing awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Increasing awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Increasing awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Spoken English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities:

LO 1 To participate in sustained social exchanges.

LO 2 To relate a sustained anecdote in a personally relevant recount, description or narrative.

LO 3 To respond to information, requests or inquiries on familiar topics.

These outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

Teachers will observe that learners can, for example:

- Use and comprehend common temporal markers and some common verb forms.
- Use and recognise basic word order patterns.
- Use and recognise a small bank of modifying or qualifying devices e.g. adjectives, adverbs.
- Use and comprehend a short sequence of spoken utterances on familiar topics.
- Use verbal and non-verbal sustaining strategies to extend conversation across a number of turns, e.g. repair strategies, topic shift, leading questions.
- Can formulate simple questions using intonation, simple inversion or 'wh' forms.

Notes

- Pronunciation may feature some variations in stress patterns, intonation and pitch but his does not impede meaning
- Routine social exchanges involving a degree of unpredictability can be handled by the learner
- Distinctions between statements and questions can be made with assistance
- Stress, intonation and emphasis used to convey meaning

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- leaving a brief message on an answering machine,
- telling a short joke or story,
- asking questions about another person's anecdote or journey and responding to questions about own anecdote or journey.

... in the learning environment by:

- reviewing progress with teacher/tutor,
- describing a previous learning experience,
- clarifying task requirements or procedures for an activity.

... in the community by:

- conducting a brief conversation with an unknown interlocutor,
- relating own experience of a matter of social interest or a brief opinion about a social issue,
- participating in a face to face interview with a community service provider.

Education Practices

See overview for Certificate II and also section B of this document.

Assessment Practices

See overview for Certificate II and also section B of this document.

Activity Bank

Personal Expression

- Telling an anecdote with some details, e.g. of time and place.
- Making several contributions to a class discussion.
- Making suggestions for a class activity or difficulty.
- Restating an opinion for clarification.
- Asking for repetition or clarification.
- Challenging another's opinion.

In the Learning Environment

- Drawing up a learning plan with teacher/tutor.
- Consulting with counsellor or tutor.
- Questioning local schooling/educational habits.
- Discussing resources and strategies for learning.
- Asking others about their own and/or their children's learning plans or learning history.
- Contacting educational institutions to ask for information.
- Making some alteration to a learning arrangement e.g. changes class times.

In the Community

- Giving some information or background about a social event or issue.
- Sustaining a point of view about a matter of local interest.
- Questioning a proposal for community development or change.
- Asking for support for a community project or community change.
- Advising/asking others about local services or events.
- Obtaining information about local situations or regulations.
- Obtaining information about relevant ethnic, cultural or political organisation.

CERTIFICATE II

module 2: READING & WRITING

Module Code: VBJ713

Duration: 80 hours

Prerequisites: None

Purpose

This module focuses on the extension of initial reading and writing skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules from other skill focus areas (i.e. oracy, numeracy, electronic texts, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following outcomes:

A Increasing awareness of the intercultural differences and similarities in language use (e.g. comments on or asks about cultural aspects of spoken interaction).

B Increasing awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types (e.g. degrees of formality, conversation strategies).

C Increasing awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Increasing awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Increasing awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Print-based English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities:

LO 4 To use and understand personally relevant notes and messages.

LO 5 To read a simple recount, narrative or description.

LO 6 To write a simple recount, narrative or description.

These outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Use and understand common cohesive devices as indicators of sequence, e.g. first, then, after that, finally.
- Use and recognise some sequencing conventions for constructing paragraphs, e.g. chronological order.
- Write and understand some multi-clause sentences using time markers and simple verb forms, e.g. In 19..., When I was ...,
- Use and understand a range of simple conjunctions that link ideas in multi-clause sentences or across two sentences, e.g. and, then, so, but, because.
- Use and recognise some common referencing conventions, e.g. pronoun agreement, substitution and ellipsis.
- Understand main ideas and important details in a short written text on a familiar topic.
- Locate specific details in a familiar formatted text.

Notes

- Students will require opportunities for experimenting with modelled language and structures.
- Spelling and letter formation may feature some developmental variations but these do not impede meaning.
- Tasks may require oral support.
- Tasks may require modelling and opportunities for redrafting.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- writing a brief note to cancel a social arrangement,
- reading a simple newspaper article, letter, story or biography,
- writing an account of a dream, a wish or an experience.

... in the learning environment by:

- reading comments written by teacher on a piece of work,
- writing a brief report of a previous learning or work experience,
- writing a brief report on a class excursion.

... in the community by:

- reading an advertisement or notice about a product or community service,
- reading political posters or slogans for social campaigns,
- reading a simplified biography about a resident in a local newspaper,
- collaborating in the construction of a letter outlining concern or interest in a local issue.

Education Practices

See overview for Certificate II and also section B of this document.

Assessment practices

See overview for Certificate II and also section B of this document.

Assessment practices can include a collection of written work, a small project on a particular topic, discussions about reading, short answer questions about reading, information gap activities, using models for own writing, participating in a class publication of stories, reports or biographies.

Activity Bank

Personal Expression

- Writing a message on a card or note.
- Recounting an experience such as a dream.
- Constructing a short imaginary story from a stimulus such as a picture or piece of music.
- Contributing material to a class diary.
- Constructing a story using a given set of characters.

In the Learning Environment

- Writing a brief biography for a class display.
- Completing an evaluation survey.
- Keeping own learning diary.
- Contributing to class learning diary.
- Listing some compatible learning strategies.
- Responding to others' work.

In the Community

- Reading a parking sign and discussing hours of safe parking.
- Reading health campaign brochure and designing a poster to illustrate main ideas or recommendations.
- Completing a Centrelink form.
- Reading and responding to written notices in a setting such as a tenants' noticeboard.
- Reading and responding to community notices and newsletters.
- Interviewing a neighbour or resident and recording the information on a form.

CERTIFICATE II

Module 3: NUMERACY

Module Code: VBJ714

Duration: 80 hours

Prerequisites: None

Purpose

This module focuses on extending initial numeracy skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules from other skill focus areas (i.e. oracy, reading and writing, electronic texts, diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Increasing awareness of the intercultural differences and similarities in language use.

B Increasing awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types (e.g. number patterns, ordering numbers, shape, grouping of units of measurement).

C Increasing awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Increasing awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Increasing awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Numeracy in English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 7 To convey personally relevant numerical information in a sustained social exchange.

LO 8 To interpret personally relevant numerical information in a short text.

LO 9 To write numerical information in a simple text.

Language outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Use and recognise an increasing range of words and symbols for everyday numerical data, e.g. prices, times, measurement, fractions, percentages.
- Use and extend modelled language to make simple comparisons of everyday numerical data, e.g. shape, size, quantity, price, distance, height.
- Uses and extend modelled language to record common measurements, e.g. time, price, distance, quantity, height.

Notes

- Performance of tasks extends from using modelled language to express number, to making and recording simple everyday calculations.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- estimating scores and measurements,
- making a timeline or flowchart of events in a story,
- preparing and discussing a budget for a social event or outing.

... in the learning environment by:

- negotiating a budget and a timeline for a group activity,
- collating data from a class survey,
- discussing classroom measurements.

... in the Community by:

- recording and talking about different speed limits in the local area,
- recording and talking about rental costs in local area,
- reading and discussing statistical information from a short newspaper article or advertisement,
- recording and reporting opinions about financial or economic social issues such as new taxes, gambling, government spending, public transport fines, cost of living.

Education Practices

See overview for Certificate II and also section B of this document.

Assessment Practices

See overview for Certificate II and also section B of this document.

Assessment practices can include a collection of work or worksheets, participation in an activity or role-play, arranging or planning for an event.

Activity Bank

Personal Communication

- Participating in discussion about weather forecast for coming week.
- Adapting a recipe for a different number of people.
- Modifying a diet for improvement in health eg. low fat.
- Locating specific information on food packages, e.g. salt/fat content.
- Completing a chart with numerical details relating to country of origin, Australia and other countries e.g. population, area, average temperature.

In the Learning Environment

- Estimating cost of items in the learning environment.
- Comparing cost of education in different settings or countries.
- Keeping logs of times spent on learning activities.
- Recording distances and times spent in travelling to and from school.
- Comparing distances, times and price of travel to and from school.
- Calculating the cost of photocopying an article or booklet.

In the Community

- Filling in measurements on a survey form.
- Comparing statistical information about towns or countries.
- Calculating the personal cost of a proposed price rise.
- Budgeting for a community event or improvement.
- Ringing companies to find different prices for goods or services
- Compiling statistical information about own community and comparing it with others.

CERTIFICATE II

module 4: USING ELECTRONIC TEXTS

Module Code: VBJ715

Duration: 80 hours

Prerequisites: None

Purpose

This module focuses on extending initial skills for using electronic texts in English through connecting new learning with the resources and demands in an adult learning context. Ideally, the module will be integrated with other skill focus areas (i.e. oracy, reading and writing, numeracy, diagrammatic texts)

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Increasing awareness of the intercultural differences and similarities in language use.

B Increasing awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types.

C Increasing awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Increasing awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Increasing awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Using Electronic Texts

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 10 To read a personally relevant electronic text.

LO 11 To interact with electronic texts by using an increasing range of basic program features.

Language outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Demonstrate familiarity with electronic texts in familiar contexts, e.g. at home, at work, in education, banking, transport and retail environments.
- Explore and experiment with the functions of electronic texts in a range of social contexts, e.g. educational, personal finance, media, entertainment.
- Explore and experiment with non-linear organisation of electronic texts.
- Use an increasing range of functions in electronic texts, e.g.Internet, email.

Notes

- Support available from teacher, materials and other resources in the immediate environment.
- Familiar texts and vocabulary previously demonstrated, taught and practiced but some opportunity for independent usage by exploration and experimentation with text features and functions.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- assisting another person with using features on the Internet,
- using basic features on a tool bar for a wordprocessor, e-mail, or Internet.

... in the learning environment by:

- recording and visiting an ESL website address,
- using basic features on a word processor,
- contributing to a computer chat session.

... in the community by:

- recording and visiting a government website,
- using a telephone service menu.

Education Practices

See overview for Certificate II and also section B of this document.

Assessment Practices

See overview for Certificate II and also section B of this document.

Assessment practices can include a collection of work or worksheets, participation in an activity or role-play, arranging or planning for an event.

Activity Bank

Personal Communication

- Using basic functions on a calculator for everyday numerical operations.
- Finding website for first-language newspaper.
- Finding website of own interest/language other than English.
- Reading address for e-mail post box and sends a message.

In the Learning Environment

- Finding an educational website using an online address format.
- Exploring links and back tracks to home page.
- Using some basic layout and design features on word processor to create a document or notice.
- Preparing a document using editing functions on a word processor.
- Using a chat facility or contributing to a discussion page.
- Participating in a project based learning activity using electronic texts.

In the Community

- Using key pad features for telephone menu service, e.g. government agency, bank.
- Bookmarking useful website addresses.
- Using search facilities on a library catalogue or Internet.
- Contributing to a discussion page.
- Accessing community web sites.

CERTIFICATE II

module 5: USING DIAGRAMMATIC TEXTS

Module Code: VBJ716

Duration: 80 hours

Prerequisites: None

Purpose

This module focuses on the extension of initial skills for using diagrammatic texts in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules in other skill focus areas (i.e. oracy, reading and writing, numeracy, and electronic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following learning outcomes:

A Increasing awareness of the intercultural differences and similarities in language use.

B Increasing awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types.

C Increasing awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D Increasing awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices. ("New Technology" is very broadly defined in this curriculum and is not confined to computer use – see also Further Education in section B of this document).

E Increasing awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Using Diagrammatic Texts

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities in English:

LO 12 To interpret and express specific information in a diagrammatic text.

Language outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

The teacher will observe that the learner can, for example:

- Use coordinates for expressing and interpreting data in a simple grid or table, e.g. creates a simple survey format.
- Use a simple map or floorplan to locate and extract information, e.g. describes a journey, gives directions.
- Demonstrate familiarity with a range of common abbreviations and layout features for direction and orientation, e.g. maps, tables.
- Use an increasing range of classification and coordinating principles, e.g. street map, chart or table.

Notes

- Highly structured and supported tasks with some opportunity for independence and experimentation with language use.
- Increasing range of diagrammatic text types for a variety of purposes.
- Increasing complexity and density of information represented by diagrammatic text.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- The Community

For example,

... in personal communication by:

- discussing information from a timeline of events or family tree,
- summarising information about personal details in simple bar graph.

... in the learning environment by:

- discussing and constructing a mind map for a class activity,
- planning a route for an excursion.

... in the community by:

- using a public transport map to establish and discuss the best way to get to a specified destination,
- reading and commenting on a pie graph related to a social issue.

Education Practices

See overview for Certificate II and also section B of this document.

Assessment Practices

See overview for Certificate II and also section B of this document.

Assessment practices can include a collection of work or worksheets, participation in an activity or role play, arranging or planning for an event.

Activity Bank

Personal Communication

- Reading a bill for a utility and comparing it with a previous bill.
- Finding own street or learning centre on a map.
- Finding appropriate information from a chart related to personal interest or need.
- Finding personally relevant information in a table of figures.
- Identifying some everyday classification principles.

In the Learning Environment

- Finding or noting events on a year planner.
- Interpreting information in a simple diagram accompanying a newspaper article.
- Completing a crossword or wordsearch.
- Identifying headings or coordinates in a table of information.
- Reading a timetable.

In the Community

- Reading public transport timetables.
- Using diagrams or tables to find the required product or department.
- Finding items on a menu.
- Filling in a voting card.
- Completing a survey or evaluation form.
- Drawing a house plan.
- Following a map to a mystery destination.
- Making neighbourhood map or plan.

APPENDICES

Sample Course Outline Across Curriculum Domains

Foundation Certificate	Personal Expression "A Life Journey"	In the Learning Environment "A Class Excursion"	In the Community "Accessing a Health Service"
Oracy	At least 3 major life events Timeline – teacher models	Possible destinations Class plan, follow up questions	Picture prompt of a health issue Common symptoms, illness and treatment Range of health services – appointment, interview
Reading and Writing	Construct own timeline following teacher model Read a recount and construct own	Excursion notice and form Shopping list Recount of excursion using guide qs	Personal details for a form Medicare card
Numeracy	Dates for timeline and events (years) Ages, duration of life stages	Rank priorities from a list of destinations (ordinals) Time, cost, and date of excursion.	Contact numbers for frequently used services Dosage for treatments, temperature On a thermometer
Electronic	Transcribe recount onto word processor Storyboard recount of others	Visit website of destination/ subject Transcribe recount onto computer Use calculator to total cost	Visit community website Visit community service on public trasnport – MET ticket machine
Diagram	Timeline – structure, purpose.	Find location on a map (trace route before and after excursion)	Read symbols to find location of community health services on a map
Certificate I	**Personal Expression "A Cultural Festival"**	**In the Learning Environment "The Learning Space"**	**In the Community "Migration"**
Oracy	Model outline of a cultural festival – list main practices/ rituals Students discuss own experience	Name items/objects in learning environment (practice prepositions?) Locate items on class plan	What does immigration mean? Who are mirgants? Migration history of local community
Reading and Writing	Model description of cultural event T/F question, cloze. Fill the gap activity for student to write description of own experience	Preference sheet for range of possble seating arrangements Read/Write description of ideal learning space	Narrative of local migration history (from a model timeline?) Notices about migrant services
Numeracy	Duration and timing of events/practices/rituals	Shape, Distance, Measurement	Demographics of local area – change over time
Electronic	Transcribe own description onto word processor Visit website related to cultural event	Transcribe description onto word processor	Video showing migration experience – compare to experiences of local community
Diagram	Timetable of events Map of country of origin	Aerial view of space and seating arrangements	Local map, shading areas.

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Certificate II	Personal Expression "Using the Telephone"	In the Learning Environment "Class Social Event"	In the Community "Investigating Migrant Issues"
Oracy	Listen to and explain to to others – best deals	Discuss options – give reasons for and against choices Australia	Interview another about maintaining cultural links in
Reading and Writing	Read short information text from phone company. Keep a log – complete phone call survey	Write a report of the event Read brochures and telephone books for organising event	Use phonebook to locate ethnic social groups. Write a group story about maintaining cultural links in Australia
Numeracy	Compare costs of different services Calculate costs of weekly/ monthly phone calls	Calculates cost of event – explores alternative, cost effective options	Makes a line graph graph relating to acculturalisation and/ or key migrant experiences in Australia
Electronic	Read and programs mobile phone Use a calculator	Uses web addresses to locate information for event	Uses web address and browser to locate information about ethnic groups
Diagram	Make a bar graph of phone call usage in class group	Read and prepare route map for those attending the event	Find location of groups in a Melways

Record of Observation Sheet

Start of Course Date: **End of Course:** **Class:** **Teacher/s**

Student	Oracy	Reading and Writing	Numeracy	Electronic Texts	Diagrammatic Texts	Certificate Completed?
Name	Level: (please circle) F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	
Name	Level: (please circle) F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	
Name	Level: (please circle) F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	
Name	Level: (please circle) F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	
Name	Level: (please circle) F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Level: F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	

Record of Observation Sheet (continued)

Student	Oracy	Reading and Writing	Numeracy	Electronic Texts	Diagrammatic Texts	Certificate Completed?
Name	Level: (please circle)	Level:	Level:	Level:	Level:	
	F 1 2	F 1 2	F 1 2	F 1 2	F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	
Name	Level: (please circle)	Level:	Level:	Level:	Level:	
	F 1 2	F 1 2	F 1 2	F 1 2	F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	
Name	Level: (please circle)	Level:	Level:	Level:	Level:	
	F 1 2	F 1 2	F 1 2	F 1 2	F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	
Name	Level: (please circle)	Level:	Level:	Level:	Level:	
	F 1 2	F 1 2	F 1 2	F 1 2	F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	
Name	Level: (please circle)	Level:	Level:	Level:	Level:	
	F 1 2	F 1 2	F 1 2	F 1 2	F 1 2	Date:
ID number:	LO 1 LO 2 LO 3	LO 4 LO 5 LO 6	LO 7 LO 8 LO 9	LO 10 LO 11	LO 12	Signatures:
FINAL RESULT (module completion)	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	SC NC NA RPL	

Record of Observation Sheet

Further Education Outcomes:	Initial Awareness	Increasing Awareness	Extend and Apply Awareness
English Language Skills:	Orientation to skills and texts	Consolidation of skills	Independence with skills

Further Education Outcomes	Curriculum Domain:	Unit:	
	Certificate 1 (Foundation)	**Certificate I**	**Certificate II**
A INTERCULTURAL What is the significance of intercultural factors on the context? **Focus on:** multiplicity, connectedness	Oracy	Oracy	Oracy
B SOCIAL CONTEXT How does the social context impact on the language used? **Focus on:** critical intelligence	Reading and Writing	Reading and Writing	Reading and Writing
C INTERTEXTUALITY How are texts, text types and modes integrated in the language used? **Focus on:** connectedness			
D EMERGING LITERACIES What is the impact of new technologies on communication? **Focus on:** connectedness and transformation	Numeracy	Numeracy	Numeracy
E POWER RELATIONS How is the relationship between language, social status and power represented in the interaction? **Focus on:** critical intelligence	Electronic Texts	Electronic Texts	Electronic Texts
F TRANSFER OF SKILLS How can the skills be transferred to other contexts? **Focus on:** multiplicity, connectedness, critical intelligence transformation	Diagrammatic Texts	Diagrammatic Texts	Diagrammatic Texts

Certificate in English Language Literacies (CELL)

(draft only)

Awarded to _____

CELL I (Foundation)I	CELL I	CELL I
Module1	Module1	Module1
Module 2	Module 2	Module 2
Module 3	Module 3	Module 3
Module 4	Module 4	Module 4
Module 5	Module 5	Module 5

This award shows completion* of the following

CELL I (Foundation)
CELL I
CELL II

*Note that a certificate level consists of five modules

OR

This certificate is a statement of attainment

It shows that _____ has completed _____ modules, as shown.

Signed _____

Date _____

The ACFE Clearinghouse of Resources at ARIS, the Adult Education Resource and Information Service.

The ACFE Clearinghouse of Resources at ARIS provides access to all publications of ACFE, the Adult, Community and Further Education Board of Victoria, including reports, plans, curriculum materials and much more. Copies of all items are held in the ARIS Resources Collection.

All the publications are available both for loan and for purchase.

You can access the **Clearinghouse** in two ways:

- VISIT the Clearinghouse on the web at **http://sunsite.anu.edu.au/language-australia/acfech**
- VISIT the **Clearinghouse** in person at ARIS and search the database by visiting us between 9.00am and 5.00pm, Monday to Friday at:

ARIS, Language Australia
Level 2, AMES Building
255 William St
Melbourne Victoria

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Contacting us

Feel free to contact us with any queries about the Clearinghouse, ARIS or ACFE. Our phone number is: (03) 9926 4779 and our email is aris@la.ames.vic.edu.au

Adult Education in the Community

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